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REPORT
OF
THE COMMITTEE OF COUNCIL
ON EDUCATION;

WITH
APPENDIX.

1858-9. 110232
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Presented to both Houses of Parliament by Command of Her Majesty.



LONDON.
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FOR HER MAJESTY'S STATIONERY OFFICE.

1859.

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REPORT.

THE REPORT
OF THE
COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION
TO THE QUEEN'S MOST EXCELLENT MAJESTY IN
COUNCIL,
For the Year 1858.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education, beg leave to submit to Your Majesty the following Report of our proceedings during the past year, for the promotion of elementary education among the labouring, and other poorer, classes of Your Majesty's subjects in Great Britain.

The statements which we have to lay before Your Majesty are co-extensive with the distribution of the Parliamentary grant. This fund is expended by us only in the way of subsidy to voluntary applicants in conformity with the terms set forth in our Minutes. We are not able, therefore, to give a complete report of elementary education in any part of this island. We are presenting Your Majesty with information relating to one-third, probably, of the whole number of children who ought to be receiving such education in Schools confined to the labouring classes.

The schools which are visited by Your Majesty's Inspectors are grouped into classes according to the religious congregations, or educational societies, with which they are connected; and, unfavourable as such an arrangement necessarily

must be for purely administrative purposes, it has at least this advantage, that we receive reports from several witnesses acting quite independently of each other in every part of the country. The Inspector of Schools connected with the Established Church; the Inspector of Schools organized on the British system; the Inspector of Roman Catholic Schools; the Inspector of Workhouse Schools—severally traverse the same ground in every county of England and Wales; while in Scotland four Inspectors are, in like manner, everywhere crossing each other, those, namely, who visit the schools of the Established, of the Free, of the Protestant Episcopal, and of the Roman Catholic, Churches.

Fifty-four inspectors, including twenty assistant inspectors, were employed in visiting schools, and in holding examinations, during the past year. They visited during that period 9,384 daily schools, or departments of such schools, under separate teachers. They found present in them 821,744 scholars; 5,495 certificated teachers; and 13,281 apprenticed teachers. They also visited 38* separate training colleges, occupied by 2,709 students in preparation for the office of schoolmaster or schoolmistress. In December last, these students, and 2,087 other candidates were simultaneously examined for the end of the first, second, or third years of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 539 schools for pauper children, containing 47,527 inmates,† and 118 Reformatory, Ragged, or Industrial Schools, containing 7,793 inmates.† These numbers came under actual review, and were the subject of separate reports, within the period to which our present statement refers.

We instructed each of Her Majesty's Inspectors to furnish us with a General Report, presenting the results of his experience; and we append these General Reports, *nominatim*, to our own, together with a series of tables (continued from those

* Including two in temporary premises.

† 143 Workhouse Schools and 1 Industrial School were inspected more than once within the year. The number 47,527 includes all the children who were present on each occasion, and therefore needs to be reduced by some allowance for the same children found at each repeated visit. This is not the case with the number 821,744 in daily schools.

of preceding years), which we have caused to be compiled from the separate reports and returns of the Inspectors, within the period which their General Reports embrace, viz., from 1 September 1857 to 31 August 1858.

It may not be out of place to state, while upon the subject of the *General Reports* comprised in this Appendix, that a summary of *each report* made by an Inspector *upon a particular school* is communicated in manuscript to the managers shortly after his visit. This rule was first established in the early part of last year. The practice had been to print the same reports in a collected form for annual distribution. By that plan, the managers of schools inspected at the beginning of the year had no opportunity of seeing the summary of the Inspector's observations on their own school until more than twelve months after the date of his visit. We determined, therefore, to provide for the immediate communication of the summary in manuscript to the persons whom it most concerned; but, inasmuch as the transcription of the several reports for immediate communication adds considerably to the employment of copying clerks, it was our intention to set off the charge for printing against this increase under the head of establishment. So earnest and manifold, however, have been the representations addressed to us of the local interest which the publication of these individual reports excites, and of the advantage which thereby accrues to the cause of education, that we have determined (with the consent of the Lords of Your Majesty's Treasury) to resume the annual printing of them; not, however, as heretofore, for gratuitous distribution, but for sale in the same manner as other public papers. We are prepared to recommend this resumption of printing, in addition to the immediate communication in manuscript, only so long as the sale is sufficient to cover the expense. The reports on particular schools are popularly known as the "*Tabulated Reports*," from the form in which they appear, in distinction to the Inspectors' "*General Reports*." We shall send each Inspector's *Tabulated Reports* to press in each year immediately after 31 August, and they will probably be ready about November at the usual dépôts for the sale of public papers.

We now proceed to lay before Your Majesty the particulars of our administration during the past year.

1. We have adopted the following Minutes :—

At the Council Chamber, Whitehall, the 26th day of July 1858.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S
MOST HONORABLE PRIVY COUNCIL.

Their Lordships had under consideration—

1. The state of schools in small rural parishes.
2. The conditions of age, attainments, and stipend attached to the several years of a pupil-teacher's apprenticeship.
3. The position occupied by teachers between the end of their period of training and the time of their becoming certificated.
4. The means of providing further, by means of night schools, for the continuance of instruction beyond the age at which labour must be commenced.

Their Lordships resolved—

1. To cancel so much of the Minute dated 29 April 1854 as excludes mixed schools under mistresses, in parishes where the population exceeds 600, from receiving capitation grants.
2. To cancel the Minute of 23 July 1852 in regard to all pupil-teachers who may be apprenticed after 31st December 1859.
3. To allow candidates who are not less than sixteen years old to enter upon the office of pupil-teacher with the standing of the *fourth* year of apprenticeship, provided that they can pass the examination for the *end of the third* year. Such candidates will be apprenticed as pupil teachers for two years, and will be paid at the rate of 17*l.* 10*s.* for the first, and 20*l.* for the second ; but in their case *the particular kind of probationary service, which is mentioned in the next clause, and which is optional to other candidates, will be compulsory, before they can become certificated teachers.*
4. To grant a stipend of 25*l.* per annum to male, and 20*l.* to female teachers, during the probationary period (*Minute, 20 August 1853, § xi.*) of two years following the date at which they have passed the examination now required for a certificate, including *the Schedule*, on condition that such period be passed either,
 - (a) as principal teacher in a rural school not containing more than 1,200 square feet of superficial area in its school-rooms and class-rooms, or which can be certified as not needing, nor likely, to be attended by more than 100 scholars ;*

* This limitation of numbers, or of area, is not applicable to the *several departments only* of a school, but to the *whole* of each institution. If a department for boys, girls, or infants falls within the limit, but the aggregate area or attendance of departments in a school exceeds it, the probationer's allowance cannot be made. This part of the Minute is intended to apply only to *rural schools under a certain aggregate size*, and the object of their Lordships would be defeated if the motive to take service in schools of this particular class were weakened by any interpretation which admitted larger schools to the same privilege.

- (b) as second teacher under a certificated, or registered, head teacher in a school with an annual average attendance of not less than seventy-five.

The certificates of *probationers who have passed the College examination* will be fixed in this as in other cases, after *two* years of service; whereupon they will cease to be entitled to any allowances except those now made to certificated teachers, and upon the same conditions.

Scheduled students may serve as teachers pursuant to this clause for *three* years; but, at the end of that period, they will cease to be entitled to any public payments whatever, unless they have previously passed the examination for a certificate; for which purpose they will not be required to return into residence at college, but may attend the first year's examination from their own schools. In the meantime, they will not be admissible to take charge of apprentices. Their certificates, when fixed, will carry the same conditions as in other cases.

5. To leave all pecuniary conditions, beyond the public grants of 25*l.* or 20*l.*, to be settled in these cases between the teachers and the managers, according to agreement.
6. To modify the ordinary rate of apprentices admissible at the public expense, viz., one for every forty scholars, so far as to reckon a second teacher under section 4, as sufficient (with the head teacher) for seventy-five scholars,—after which number, the allowance of apprentices (in addition to a second teacher) will be one for the next twenty-five scholars, and one for every forty beyond.

No *additional* teacher under section 4, (b) will be admitted *after the first*, except in consideration of seventy-five *additional* scholars for whom no pupil-teachers are provided at the public expense.

Night scholars may be reckoned with day scholars in making up seventy-five.

The numbers are to be reckoned on the average attendance of the year *preceding* the date fixed for inspection, except in the case of newly established schools, and then on the *present* average attendance.

7. To allow, where a night school is organized conformably to the Minute of 1 March 1855, the number of scholars who have attended it on fifty nights per annum to be added to the number of day scholars for whom the school may receive capitation grants; no scholar being reckoned as belonging to both schools nor any scholar under twelve years of age as belonging to the night school. Where the Minute of 1 March 1855 mentions an assistant teacher under the Minute of 23 July 1852, a *probationary teacher under this present Minute* will satisfy the condition, but without excluding such assistant teachers, as long as any of them remain (under section 1, *suprà*).

Instructions to Her Majesty's Inspectors of Schools on the foregoing Minute.

SIR,

Education Department, 24 November 1858.

THE Minute of which a copy is enclosed for your information is not intended to supersede any part of the system now in operation, except in substituting certificated teachers during their period of probation, and scheduled students, for assistants under the Minute of 23 July 1852.

This change has been recommended by the Rev. F. Temple in his last Report (Minutes of 1857-8, p. 726), and also by the principals of some of the most important of the training schools, (*ibid.*, p. 37).

With this general statement, I am directed to add such explanations on the several clauses of the Minute as they may seem to require.

1. No objection will be raised to the engagement of female teachers where the managers choose to employ them instead of masters. It must be remembered, however, that male apprentices can, under no circumstances, be apprenticed to female teachers.
2. This clause has been already noticed.
3. Many persons believe that the career, of which pupil-teachership is the commencement, is sufficiently good to invite candidates for it from a higher social rank than those who commonly receive instruction in elementary schools for the poor.

It has been suggested that many candidates who are not offered at the age of 13 for a stipend of 10*l.* per annum will be offered at the age of 16 for 17*l.* 10*s.* per annum. The Minute opens apprenticeship to this class. There are now many more facilities than used to exist whereby a young person who leaves school at 12 or 13 may keep up and extend what has been learnt up to that age; and if, at the age of 16 or 17, the inclination to choose the profession of a teacher be felt, the remuneration of the two last years of apprenticeship is tolerably liberal. It is evident that if the class of persons contemplated be forthcoming, they offer a considerable advantage to the schools in which they are employed, by their greater age and more developed character. And, if they be not forthcoming, or not in any sufficient numbers, the rest of the pupil-teacher system is not interfered with, but goes on as at present.

- 4, 5, 6. It is a principal object of these clauses to facilitate the employment of certificated teachers in the schools of small rural parishes.

There are few schools in which the addition of all local sources of income to the capitation grant will not provide 25*l.* or 30*l.* towards a teacher's stipend, and this sum when added to the Government allowance, makes a total which, in the increasing number of certificated teachers, is not below the salary which candidates for employment are likely to be willing to accept in first engagements.

At the end of two years, it will not often happen that the ordinary terms of augmentation cannot be fulfilled, and the same teacher (if all parties wish it) retained; but, if not, another probationer can be engaged.

Schedule students are brought within the reach of this clause; which considerably relaxes section 3. in the Minute of 2 June, 1856 (Minutes of 1856-7, pp. 1-6.) An additional year is allowed to them for probationary service, in consideration of their having an examination to pass. They may pass that examination at such stage of their probationary service as they judge best, and, having done so, they will be, at the end of two years, in a position to have their certificates fixed, but with liberty to continue under section 4. of this Minute for one year longer in the same school. If, at the end of the third year, reckoned from the date of their first engagement, they remain uncertificated, they will receive no further payment until they

become so, and then they will be paid on the same terms only as apply to the ordinary augmentation grants. The managers of small rural schools may be recommended to apply to the training colleges for teachers of this class. The same principle could probably supply a succession of them to the same school until one of them was enabled to remain there with a certificate.

7. It is hoped that the admission of night schools to the capitation grants may so far facilitate the establishment of such schools as to solve the dilemma which at present frequently arises, viz., that a regular school-master is the only person who can be depended upon for the effectual instruction of a night school, but that the master of a day school, with pupil-teachers to instruct out of school hours, cannot, with justice or prudence, be required to conduct a night school as well. The capitation grant will provide the means of engaging a second certificated teacher (generally, it may be presumed, a probationer), who may assist in the morning school, singly take the afternoon school, and, if not employed in the special instruction of the pupil-teachers, assist in the night school, which the principal teacher will be able himself to conduct. The Minute of 1 March 1855 will still remain in force for the provision of such extra teachers as may be procurable and necessary in proportion to the numbers in attendance. But two certificated teachers will suffice for a night school of very considerable numbers.

The managers of a school in which the day and night scholars together amount to 75, or to any multiple of 75,—such as 150, 225, 300,—may choose whether, instead of pupil-teachers, they will have one, two, three, or four probationary teachers.

Wherever teachers fully certificated are retained, it is sufficient that the conditions of augmentation be fulfilled, without reference to the numbers in a school.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

At the Council Chamber, Whitehall, the 4th day of May 1859.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S
MOST HONORABLE PRIVY COUNCIL.

Their Lordships resolved—

1. To cancel so much of the Minute dated 2 April 1853 as provides that the rate of aid towards building schools shall not exceed 6s.
 “ for every square foot of area in the school-rooms and class-rooms
 “ if the plans include a teacher’s residence, or 4s. if they do not
 “ include such a residence,” and in lieu thereof to fix the rate of aid, subject to the condition that the grant shall not exceed the value of the local contributions, as follows; viz.—
 - (a) 4s. per square foot of superficial area in the school-rooms and class-rooms, so long as this rate does not give more than 40s. per child, according to the number to be accommodated.
 - (b) 100l. for each teacher’s residence.

2. To make no grants whatever for *repairing* or *altering* the buildings, fixtures, or furniture of schools erected with the aid of grants at any of the rates in force since 2 April 1853; the *addition* of a teacher's residence, where there was none before, and an *extension* of the school-rooms and class-rooms to meet an increase in the attendance of scholars, to be treated *pro tanto* as a new case.
3. In schools erected with the aid of grants at the rates in force before 1853, to reduce to one-half the proportion now granted (two-thirds) of the cost of new floors and of new desks and benches.
4. To allow no grants for building upon the plea that premises already in use for schools are to be settled in permanent trust for the same purpose, but to treat the *extension* of such premises as a new case *pro tanto*.
5. To cancel section 9 in the Minute of 20 August 1853, and in no school to allow pupil-teachers to be hereafter apprenticed at the expense of the Parliamentary fund (a) in a greater proportion than *one pupil-teacher for every 40 scholars* in average attendance during the year preceding the date of inspection, nor (b) in a greater proportion than *four pupil-teachers to the same master or mistress*.
6. To extend (after 31 March 1860) the Capitation Minutes to Scotland, allowing the grant to each school where the number of pupil-teachers falls within, or as soon as it falls within, the limit defined by the last section herein-before.
7. To cancel so much of the Minute dated 31 December 1857 as provides that "the sum of 5*l.* be allowed for every child received under the Acts 20 & 21 Vict. c. 48., or 17 & 18 Vict. c. 74., into industrial schools during the year preceding the date of inspection;" and, in lieu thereof, to fix the rate of aid as follows, viz. —6*d.* for each day, up to a maximum of 7*l.* 10*s.* per annum for each child received as aforesaid.

Instructions to Her Majesty's Inspectors, on the foregoing Minute.

SIR,

Education Department, 5 May 1859.

I AM directed to furnish you with the following remarks upon the objects of the several clauses in the Minute of the 4th inst. :—

1. (a) School-rooms are often built upon a much larger scale than is ever likely to be necessary for purposes of daily instruction. The extra space, beyond a certain point, is not only superfluous, but injurious. It entails additional expense in building, in repairs, and in warming; and it originates usually in an intention to use the premises for purposes to which the Parliamentary grant is not applicable. Their Lordships will agree with the promoters, at the commencement of each application, upon the maximum number of children for whom accommodation in the proposed new school is to be provided, and

they will not permit the amount of their grant to exceed the rates *either* of 4s. per square foot in the school-rooms and class-rooms, or 40s. per head, according to the number agreed upon.

- (b). Their Lordships do not make grants for the erection of residences which are not sufficient to accommodate a married teacher, with a family comprising children of both sexes. A more limited provision is apt to prove an inconvenient form of endowment. The cost of a teacher's residence, therefore, is nearly constant, and bears a greater proportion to that of a small than of a large school-room. But small schools, no less than large ones, are benefited by the addition of a residence, and it is just to equalize the allowance in all cases.
2. The rates of aid were raised in 1853 for building schools (*only*) from 1s. 8d. to 4s. per square foot, and for building schools *with residences*, from 2s. 6d. to 6s. Since that date, the capitation grant has been introduced. Their Lordships consider that sufficient public provision is made by these means towards providing, maintaining, and improving all necessary premises and furniture.
3. My Lords consider it to be a sound principle, not to continue to grant more than is locally raised. Such a check affords the best security that the work is necessary, and that it will be turned to proper account.
4. Several instances have occurred in which proprietors, having built schools at their own expense, and (on quitting the neighbourhood, or from other causes) wishing to be reimbursed, have offered to convey such premises in permanent trust for education, on condition of receiving the usual grants. It rarely, or never, happens, that the plans of such premises would have been approved, if they had been submitted in the first instance for examination; and the original outlay is no criterion of the value which the owners of such premises could realize by diverting them from education. You cannot too carefully impress upon the promoters of schools that my Lords will not make grants *ex post facto* for building. The Minute does not apply to premises which are not already in use for schools, but are purchased *bona fide* for conversion.
5. There are few schools, in which apprenticeships are completed, that do not now furnish Queen's scholars. The reasons for special encouragement, which were legitimate in an earlier stage of the present system, have ceased. In returning to one uniform rate, Their Lordships have determined also to limit the number of apprentices whom they will allow to be engaged at the public expense to the same teacher at one time. It is not, as a rule, desirable to build single school-rooms on a scale to contain several hundreds of children. But where such rooms exist, the place of pupil-teachers (after the first four) must be supplied by probationers, under the Minute of 26 July 1858; or by monitors paid by the managers out of the capitation grant; or a second certificated teacher must be retained. The number of pupil-teachers must be regulated with some regard to the ultimate demand for trained schoolmasters and schoolmistresses; and, as apprenticeships become general throughout the schools of the country, the standard of allowance in individual schools must be from time to time reviewed.
6. The operation of the Capitation Minutes in Scotland was suspended in prospect of legislation; but the continued exclusion of that part of Great Britain from public aid, which is afforded to the rest, does not appear to be justifiable.

7. Their Lordships have considered that they might extend to industrial schools, certified under the recent acts, an increased allowance upon the children received into them by magisterial order, without thereby incurring those risks of abuse to which the absence of the securities imposed by the Legislature might afford occasion in other instances.

I have the honor to be, &c.

R. R. W. LINGEN.

2. We have taken measures to direct increased attention to the instruction in domestic industry of candidates under preparation for the office of schoolmistress.

(Copy.)

Circular issued to the Managers of each Training College for Schoolmistresses under Inspection.

GENTLEMEN,

Educational Department, February 1858.

I AM directed by my Lords to bring under your notice the annexed copy of a memorandum upon the means of further encouraging attention to needlework and other domestic industry on the part of female pupil-teachers and of candidates for Queen's scholarships in the Training Schools for females.

The certificate from the schoolmistress respecting the skill of female candidates for apprenticeship in needlework, and the annual statement whether the female apprentices have been receiving instruction in any other kind of domestic industry, will be introduced into the Form (ix.) of Managers' Return, and will thus be brought under notice at the proper time, when that form is received from Her Majesty's Inspector, shortly before his visit. The Managers are requested, however, to notice at once—

1. That the Female Apprentices should produce certified specimens of their needlework at each of the annual examinations, whether held in their own school-room or elsewhere; and,
2. That the Female Candidates for Queen's Scholarships, who go up in December to the various Training Colleges for Schoolmistresses under inspection, will, in addition to the examination before Her Majesty's Inspector, be examined and reported on by the Superintendent of the College, in the manner described in the Memorandum.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

Memorandum referred to in the preceding Letter.—Needlework and other Domestic Industry of Female Pupil-Teachers, and of Candidates for Queen's Scholarships, in Training Colleges under Inspection.

(Copy.)

Educational Department, February 1858.

It is considered by their Lordships of the Committee of the Privy Council on Education, to be indispensable that all female pupil-teachers

should be expert needlewomen, and very desirable that they should be practically conversant with other matters pertaining to domestic economy. Complaints have been received from persons, who have ample opportunities of ascertaining the truth, that many of them fall far short of a satisfactory standard in both of these points.

It has been suggested that the adoption of the following regulation will have a powerful effect upon female apprentices generally, and will give much satisfaction to those who are most deeply interested in their improvement.

1. At the Christmas examination for Queen's scholarships, the Superintendent of every Female Training College will be requested to examine the candidates in needlework, and in the cutting out of ordinary articles of dress, and, after that examination, to forward to the Committee of Council a list of the candidates, arranged in three classes. To the candidates in the first class a considerable number of marks will be given; those in the second class will neither gain nor lose marks; while a certain number of marks will be taken away from those who are placed in the third. This part of the examination may be properly intrusted to the Superintendents of the Training Colleges, who are, of course, interested to keep up the standard *at admission*, with a view to success in the final examinations.

2. The Superintendent will further ascertain in whatever way she considers most satisfactory, by means of the laundry, kitchen; and other premises of the College, whether any of the candidates have acquired a practical acquaintance with the common details of housekeeping. If she reports that certain of them have given evidence of practical attention to this subject, she will make a special entry to that effect opposite to the names of those who are placed in the first and second classes for needlework, and a certain number of marks will be awarded to them in consequence.

3. She will also add a note to the name of each candidate, concerning whose dress, manners, or personal habits she may see *primâ facie* reason to be dissatisfied.

It is not forgotten that the authorities of every college are at perfect liberty to refuse to admit into residence every candidate to whom they may object, whether such candidate be successful or not in the examinations. But it has been thought to be important, nevertheless, that opportunity should be given for officially recording an opinion upon points which candidates are often disposed, though erroneously, to consider as weighing little in the official estimation of their merits.

Ladies well qualified to judge correctly of the probable effect of these measures are of opinion that they are quite practicable, and likely to do much good.

The Superintendent in each institution should send in her list and report within a week after the examination by the Inspector.

4. No girl will henceforth be apprenticed as a pupil-teacher without a formal attestation from the schoolmistress and managers that she possesses reasonable competency as a sempstress; and at the annual examinations, every such apprentice will be required to bring certified specimens of her plain needlework to the Inspector, together with a statement from her schoolmistress, specifying whether she has been receiving practical instruction in any other kind of domestic industry.

The Inspector will generally be able, at the time of examination, or afterwards, to obtain the opinion of some competent person upon the merit of the needlework; but the chief advantage contemplated lies in the increased attention which managers and teachers will be led to pay to the subject. The public comparison of the needlework from a number of different schools, at a central examination of pupil-teachers, is sure, of itself, to have a considerable effect.

The female pupil-teachers who are apprenticed in infant schools are more apt than others to be deficient in needlework.

It has been judged to be advisable to notify the adoption of these regulations by circulars to all schools in receipt of annual grants, since it will affect the conditions of admission to Training Colleges. Grave importance will be attached to any adverse report of the Superintendents, on the dress and personal habits of the candidates, about which complaints are sometimes made.

The training of young women for the office of schoolmistress requires many special provisions which may not be equally demanded in the case of men.

3. We have caused the various Minutes by which the proceedings of our Committee since 1839 had been regulated to be collected into a methodical digest; which, having been laid on the table of the House of Commons, was ordered by the House to be printed, and constitutes Paper No. 192 among those of the session of 1858. The Minutes themselves *in extenso*, chronologically arranged, may be read in the House of Commons Papers, No. 158. of the session of 1855, and No. 191 of the session of 1858. It is our intention to continue the latter paper from time to time, and to revise the digest, as occasion may require.

4. The following results are to be noticed with regard to the expenditure of the Parliamentary grant during the past year:—

EXPENDITURE FROM EDUCATION GRANTS.
(TABLE A.)—Classified according to Object of Grant.

	For Year ended 31 December 1858.	Compared with Year ended 31 December 1857.*			From 1850 to 31 December 1858.		
		Increase.					
		£	s.	d.			
In building, enlarging, repairing, and furnishing ELEMENTARY Schools	140,896	8	8	-	913,440	11	3½
In building, enlarging, repairing, and furnishing NORMAL or TRAINING Colleges	10,368	10	0	-	160,286	6	6
In providing BOOKS, MAPS, and DIAGRAMS	5,403	15	4	-	30,991	3	9½
In providing SCIENTIFIC APPARATUS	313	16	7	-	3,980	1	9
In augmenting Salaries of CERTIFICATED Schoolmasters and Schoolmistresses	74,041	3	8	-	349,841	11	7
In paying Salaries of ASSISTANT TEACHERS	5,904	5	10	-	23,770	17	1
In paying Stipends of PUPIL-TEACHERS, and gratuities for their special instruction	221,719	5	9	-	1,230,793	4	3
In CAPITAL GRANTS	49,522	13	7	-	125,047	13	11
In ANNUAL GRANTS TO TRAINING COLLEGES	73,717	7	7	-	328,363	15	4½
REFORMATORY and INDUSTRIAL SCHOOLS	27,025	15	1	-	87,441	17	1
PENSIONS	589	8	4	-	2,384	15	0
INSPECTION	39,276	5	0	-	314,577	11	10½
ADMINISTRATION (Office in London)	17,211	11	8	-	83,863	3	5½
FOUNDED ON POST OFFICE ORDERS	1,254	17	3	-	9,632	4	0
AGENCY FOR GRANTS OF BOOKS, MAPS, and DIAGRAMS	983	13	11	-	5,677	17	5
Total	608,873	8	9	11,117	3,655,067	14	9½

(TABLE B.)—Classified according to Denomination of Recipients.*

On Schools connected with—									
CHURCH OF ENGLAND	428,770	13	9	71,173	1	1	2,385,427	16	3
BRITISH AND FOREIGN SCHOOL SOCIETY	54,293	9	1	4,271	0	11	324,983	18	0
On Wesleyan Schools	48,751	17	7	9,801	14	7	173,570	5	0
On Roman Catholic Schools (Great Britain)	36,258	7	8	10,304	0	1	129,890	10	0
On PAROCHIAL UNION Schools (for inspection and pupil-teachers)	5,666	18	9	442	10	7	117,870	4	7
On Schools connected with—									
SCOTLAND	46,774	14	5	9,949	14	1	232,961	0	8
ESTABLISHED Church	31,609	0	0	8,194	9	11	185,877	16	7
FREE Church	5,536	15	7	661	14	5	18,903	7	0
EPISCOPAL Church									
Other Schools	17,211	11	8	486	10	3	312,694	3	5
Administration (as in Table A.)									
Transferred under head of Scientific Apparatus, to account of Department of Science and Art									
							1,500	0	0
Total	608,873	8	9	110,399	5	2	3,655,067	14	9

* The net increase of Expenditure during the year 1858 over that of the year 1857 amounted to £108,890. 5s. 2½d.

We proceed to state how much has been effected by means of this outlay under each of its several heads.

The subdivisions point to a fundamental principle in the administration of this vote. It has never been granted to meet the general expenses of schools; but has always been appropriated to certain specific objects, so that the schools which, in proportion to their size, obtain the largest share of aid, must, of necessity, be those in which the means requisite to secure efficiency have been the most amply provided; *e. g.*, a substantial and convenient fabric; well-arranged furniture; a liberal supply of books, maps, and apparatus; a trained teacher; well-conducted and intelligent assistants; and a regular attendance of scholars, are among the principal characteristics of a good school, and may, singly or together, be the object of a grant. Appropriate conditions are annexed to each grant, and the fulfilment of them is ascertained by inspection. If, therefore, a school obtains a series of grants under each of these heads, it cannot be an inefficient institution, and the proportion of public aid becomes a self-adjusting measure of excellence.

We have not thought it necessary to repeat in an annual report the several Minutes under which these grants are made. We refer to the Digest (with index) of our Minutes for the principles of distribution, and to the reports of Your Majesty's Inspectors, contained in the following Appendices, for comments upon the effect produced.

TABLE showing Number of School-houses built, enlarged, or improved, with aid from Parliamentary Grants; Total Amount granted; Total Amount subscribed by Promoters; Total Amount expended; and Number of Children for whom accommodation has been provided,—between Years 1839 and 1858.

FROM 1839 TO 31 DECEMBER 1857.

Denominations.	Number of School-houses* Built.										Total Amount awarded out of Parliament- ary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.‡						Numbers of Children existing Schools have been enlarged.†						Total number of Children for whom accommodation has been created.‡														
	Institutions.†													Juvenile.			Total.			Juvenile.			Total.			Juvenile.			Total.											
	Number of de- partments con- prised in those institutions.‡													Boys.			Girls.			Mixed.			Boys.			Girls.			Mixed.			Boys.			Girls.			Mixed.		
	Mixed.													Boys.			Girls.			Mixed.			Boys.			Girls.			Mixed.			Boys.			Girls.			Mixed.		
	Infants.													Boys.			Girls.			Mixed.			Boys.			Girls.			Mixed.			Boys.			Girls.			Mixed.		
ENGLAND AND WALES.	3676	1138	1134	1225	538	1545	1159	626,101	16	1,585,303	5	54	2,153,406	1	7	131416	195823	115336	37446	444230	7092	3629	453	6393	24148	133506	132789	129064	74041	468305										
National Church of England Schools	178	118	93	47	35	69	119	64,324	7	101,468	19	103	165,593	7	91	17404	13738	5631	4844	41661	7447	639	214	1606	2068	18148	14421	5946	8544	41456										
British and Foreign Schools	68	21	16	34	22	40	24	26,836	4	46,535	0	0	75,751	5	31	3328	2235	7101	3200	16124	211	128	291	190	760	3739	2423	7332	3390	10384										
Westeyan Schools	18	14	13	8	6	9	21,093	15	8	22,286	4	2	33,258	19	10	3492	2677	196	867	7172	-	-	-	-	-	-	8432	2677	196	867	7172									
Roman Catholic Schools (in Great Britain)	125	36	44	71	9	33	19	30,797	9	65,544	12	33	97,242	1	104	6890	5416	6890	898	19261	138	150	496	-	825	6451	5566	7176	383	20036										
Established Church Schools.	124	40	40	80	8	61	23	21,725	8	46,820	11	72	67,446	0	11	4870	4355	8806	436	13170	247	68	302	-	617	4817	4423	9111	436	18787										
Free Church Schools, and other Schools not connected with Established Church.	8	2	3	-	1	2	-	1,515	0	3,296	16	3	4,751	15	3	226	426	-	-	96	732	-	-	-	-	-	-	238	426	-	96	732								
Episcopal Schools	31	1871	1348	1463	626	1771	1352	772,633	2	72	1,520,715	10	13,256,338	12	81	166340	165811	146938	77783	547396	3483	6916	5,472	7735	26945	175623	162726	132723	85367	376386										
Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-									

FROM 1 JANUARY TO 31 DECEMBER 1858.

ENGLAND AND WALES.	191	77	73	78	53	149	224	93,580	0	1	155,270	16	54	333,859	16	54	10,263	9734	3,012	7,553	35,423	1834	1704	431	1275	5,244	12,097	11,428	5,443	8728	40,698	
National or Church of England Schools.	4	2	2	-	4	2	33	4,252	17	6	5,449	7	2	9,393	4	8	290	183	-	396	849	208	140	87	176	617	468	539	87	572	1,468	
British and Foreign Schools - Wesleyan Schools -	24	6	8	14	11	15	6	17,392	6	0	24,723	16	13	42,719	2	13	1,545	1,314	3,120	1831	7,850	333	79	-	-	472	1,568	1,263	3,120	1851	8,302	
Roman Catholic Schools (in Great Britain)	10	8	7	-	6	6	3	10,369	15	5	19,232	9	1	29,592	4	6	1,866	1,556	-	783	4,205	93	118	-	85	265	1,928	1,674	-	668	4,470	
SCOTLAND.																																
Established Church Schools.	16	4	7	9	-	10	9	5,351	13	8	8,750	17	5	14,632	11	1	419	1,369	1,061	-	2,379	106	106	62	62	396	555	1,535	1,123	62	3,275	
Free Church Schools, and other Schools not connected with Established Church.	2	-	-	2	-	4	11	2,747	14	6	3,470	4	8	6,417	19	2	-	431	-	431	-	431	176	122	31	150	539	176	122	512	150	960
Episcopal Schools -	1	1	1	-	-	2	1	1,093	1	6	1,847	11	3	2,379	12	9	109	160	-	-	320	-	89	61	39	175	160	248	51	36	495	
Total	245	98	93	163	77	183	287	140,836	8	8	218,968	2	1	339,794	10	0	14,513	14,316	12,024	10,483	51,066	2770	2427	712	1794	7,098	17,522	16,789	13,336	12237	37,664	

* Exclusive of Training Colleges.

† In which separate classes.

‡ Held in separate buildings, and separately managed.

§ At the cost of the particular donor.

¶ The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided without any enlargement of area.

† It must be noted that the figures in this group of columns are confined to those cases in which the superficial area of school-rooms has been altered. The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided without any enlargement of area.

Building.

A period of eighteen months from the date of each award is allowed for claiming the payment of building grants. Grants for improvement or enlargement may be claimed within nine months from the date of award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great proportion of the grants for building, enlargement, or improvements, *paid* in each year, were *awarded* in previous years.

TABLE including all the Grants *awarded* between 1 January and 31 December 1858, towards the *erection, enlargement, or improvement* of School-buildings.

Denominations of Schools.	Number of Schools under each Denomi- nation.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid on same Awards before 31 Dec. 1858.	Not claimed before 31 Dec. 1858.
			£ s. d.	£ s. d.	£ s. d.
National or Church of Eng- land Schools (<i>Elementary</i>)	412	354,490	102,985 8 5	26,087 15 2	76,947 13 3
Ditto (<i>Normal</i>)	1	-	3,350 0 0	3,350 0 0	—
British, Wesleyan, and other Protestant Schools <i>not</i> connected with Church of England	53	66,793	16,523 8 3	8,852 7 2	7,671 1 1
Ditto (<i>Normal</i>)	1	-	103 7 6	103 7 6	—
Roman Catholic Schools	6	17,529	3,724 10 0	2,216 10 0	1,508 0 0
Schools in Scotland con- nected with Established Church	18	15,866	3,662 6 8	965 5 10	2,697 0 10
Schools in Scotland <i>not</i> connected with Estab- lished Church	28	18,830	5,820 19 2	2,062 10 10	3,758 8 4
Ditto (<i>Normal</i>)	1	-	137 10 0	- - -	137 10 0
Total	518	473,508	136,307 10 0	43,587 16 6	92,719 13 6

TABLE including all the Building-Grants paid, between 1 January 1858 and 31 December 1858, whether awarded before or within that period. Building.

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.		
National or Church of England Schools (<i>Elementary</i>) - -	415	£	s.	d.
Ditto Ditto (<i>Normal</i>) - -	5	98,530	0	1
British, Wesleyan, and other Protestant Schools not connected with Church of England - -	64	10,220	15	0
Ditto Ditto (<i>Normal</i>) - -	1	22,245	3	6
Roman Catholic Schools - -	13	103	7	4
Schools in Scotland connected with Established Church - -	25	10,369	15	5
Ditto Ditto (<i>Normal</i>) - -	2	5,951	13	8
Schools in Scotland not connected with Established Church - -	15	64	8	0
Total - - - -	540	3,779	16	0
		151,214	19	2

TABLE including all the Building Grants remaining unpaid, and which may be claimed within the year now current, in addition to those awarded within this year.

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.		
National or Church of England Schools (<i>Elementary</i>) - -	283	£	s.	d.
British, Wesleyan, and other Protestant Schools not connected with Church of England - -	33	97,217	3	9
Roman Catholic Schools - -	4	16,858	1	1
Schools in Scotland connected with Established Church - -	12	3,918	10	0
Schools in Scotland not connected with Established Church - -	18	2,868	0	10
Ditto ditto (<i>Normal</i>) - -	1	4,273	18	4
Total - - - -	351	137	10	0
		124,373	4	0

The Parliamentary estimate for Building Grants, in each year, is calculated with reference to the three foregoing explanatory Tables.

The result of these figures for the past year is as follows:—The grants paid for building, enlarging, or improving the fabrics of elementary schools, amounted to 140,826*l.* 8*s.* 8*d.*; the sum voluntarily subscribed, to 218,968*l.* 2*s.* 1*d.*; the number of school-rooms built, was 376; enlarged or improved, 287; teachers' residences built, 198; the number of children provided with additional accommodation (*exclusively* of schools improved, but not extended), 59,664. The further sum of 10,388*l.* 10*s.* 6*d.* was granted to meet subscriptions of 13,999*l.* 16*s.* 2*d.*, for expenditure upon the premises of training colleges.

Building.	Place at which Training College is situated.	Body with which connected.	Amount of Grant.	Amount Subscribed.	Object of Grant.
			£ s. d.	£ s. d.	
Edinburgh	Established Church of Scotland.		30 0 0	50 10 0	Fitting up a large room for the annual examinations before the Inspector.
Warrington	Chester Diocesan Board of Education.		290 0 0	305 1 0½	Committee room, two sick rooms, and dormitories for 8 pupils.
Caernarvon	Established Church in the Dioceses of Bangor and St. Asaph.		2,150 0 0	3,257 19 10	Converting premises into Training College for 41 pupils.
Borough Road, London.	British and Foreign School Society.		103 7 6	103 7 6	Fitting up a laboratory.
Chelsea	National School Society.		950 0 0	1,025 19 10	Large room fitted up for model lessons (available also for the annual examinations).
Durham (Male)	Established Church in the Diocese of Durham.		835 15 0	835 15 0	Fitting up class-room, and providing dormitories for 8 pupils.
Do. (Female)	" "		2,645 0 0	3,859 15 0	Training college for 46 pupils.
Glasgow	Established Church of Scotland.		34 8 0	34 8 0	Boundary wall.
Saltley, near Birmingham.	Worcester Diocesan and Coventry Archidiaconal Boards of Education.		3,350 0 0	4,527 0 0	Providing accommodation for 67 additional pupils.
			10,388 10 6	13,999 16 2½	

2. BOOKS, MAPS, DIAGRAMS, AND APPARATUS FOR ELEMENTARY INSTRUCTION IN PRACTICAL SCIENCE.

SUMMARY of GRANTS paid in Year ended 31 December 1858.

Denominations of Schools.	Books, Maps, and Diagrams.		Scientific Apparatus.	
	Number of Schools.	Amount granted.	Number of Schools.	Amount granted.
National, or Church of England, Schools	746	£ s. d. 3,527 9 4½	15	£ s. d. 167 7 7
British, Wesleyan, and other Protestant Schools not connected with Church of England	187	916 2 1	8	99 16 2
Roman Catholic Schools	54	266 4 7½	—	—
Schools in Scotland connected with Established Church	100	397 5 3	1	13 18 0
Ditto ditto Free Church	53	259 19 4½	3	32 14 10
Ditto ditto Episcopal Church	10	36 14 7½	—	—
Total	1,150	5,403 15 4	27	313 16 7

Books,
Maps, Dia-
grams, and
Apparatus.

There are 206 schools not included in the above summary (viz., 90 Church of England, 54 Protestant Dissenting, 4 Roman Catholic, 24 Established Church of Scotland, 26 Free

Church, 5 Colonial Schools, and 3 Mechanics' Institutes) which have been allowed to avail themselves of the arrangements made by the Committee of Council for the purchase of books, maps, and diagrams at reduced prices, but without the assistance of any grant. The total value of the works procured through the Committee of Council on Education amounts to 19,108*l.* 8*s.* 8*d.*; which amount is thus made up:—

	£	s.	d.
Grants from Parliamentary Vote	5,403	15	4
Local Contributions	13,704	13	4
Total	£19,108	8	8

This sum, as compared with the retail price, represents a reduction of more than 40 per cent., which is effected by collecting the applications from separate schools into wholesale orders, issued by the Committee of Council about twice a month to the publishing firms. The orders are not issued until the applicants have remitted their own proportion of the cost. They receive the works from the agents of the Committee of Council, and it is the Committee of Council which settles with the publishers for the entire cost, adding from the Parliamentary grant that portion of the reduced price which is not contributed by the applicants.

3. CERTIFICATED TEACHERS, APPRENTICED TEACHERS, CAPITATION.

The *first outlay* on elementary education being assisted by means of the preceding grants, the *current* annual expenses of schools are relieved by augmenting the salaries of the schoolmasters and schoolmistresses, by providing stipends for younger teachers apprenticed to them, and by an allowance (*capitation*) to the treasurer of the school per head on the scholars whose attendance is sufficiently regular.

Certificated
Teachers,
Apprenticed
Teachers,
Capitation.

The same TABLE re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1858, classified denominationally;—with Table showing Number of Schools aided by CAPITATION GRANTS, Amount of Grants, Number of Scholars on whom Grants were allowed, Number of Scholars in average Attendance in those Schools, and Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance; from 1854 to 1857 inclusive, and for Year 1858.

Schools connected with	Capitation Grants.																			
	From 1 Jan. 1854 to 31 Dec. 1857 (four years).						From 1 January to 31 December 1858.													
	Number of Certificated Teachers.		Number of Assistant Teachers.		Number of Pupil- Teachers.		Number of Schools	Amount of Grants. £ s. d.	Number of Scholars		Centesimal Pro- portion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance.	Number of Schools	Amount granted. £ s. d.	Number of Scholars		Centesimal Pro- portion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance.				
	Male.	Female.	Male.	Female.	Male.	Female.			On grants were allowed.*	In average Attendance.				On grants were allowed.*	In average Attendance.					
Church of England, or National Society.	2,224	1,614	101	44	4,451	4,267	2,502	57,500	7	4	216,376	615,746	35' 14	2,771	87,201	9	10	145,112	380,779	38' 1
British and Foreign School Society.	342	220	29	9	1,015	754	333	9,940	15	10	38,400	90,200	38' 71	387	6,960	15	4	28,080	68,945	40' 72
Wesleyan Methodists' Conference.	204	81	2	1	478	233	198	5,127	4	5	20,653	47,420	42' 23	197	3,012	7	7	12,155	28,841	42' 14
Roman Catholic Poor School Committee (in Great Britain), Parochial Unions Established Church of Scotland.	92	162	6	4	233	547	143	2,848	12	9	11,568	32,845	35' 26	138	2,348	0	10	10,145	26,779	37' 88
Free Church of Scot- land.					62	46														
Episcopal Church in Scotland.	381	133	31	1	739	289														
	294	82	14		634	198														
	31	23	1		61	77														
Total	3,568	2,820	184	59	7,673	6,351	3,176	75,525	0	4	286,412	793,211	36' 01	3,513	49,522	13	7	195,492	505,344	38' 68

* Capitation grants are allowed on account of those children who have attended school during one hundred and seventy-six days in the year, and who pay school fees of not less than one penny, nor more than fourpence, per week.

4. TRAINING COLLEGES.

There are 36 of these institutions under inspection. The premises, which generally include from two to five acres of land, have cost 378,350*l.*, in which amount is included 118,514*l.* from the Parliamentary grant. The number of students at the end of the year 1858 was 2,709.*

During the year 1858, we paid from the Parliamentary grant the sum of 49,077*l.* in exhibitions for the maintenance of individual students, the sum of 21,012*l.* 17*s.* 7*d.* to the Treasurers of the colleges, in proportion to the merits of the examination passed by the inmates at the end of each year of their training; and 1,392*l.* in aid of the salaries of special lecturers; making a total of 71,481*l.* 17*s.* 7*d.*

The great cost of these institutions, and the important place which they hold in the present system, has occupied our careful attention. The best of the pupil-teachers proceed to them for professional training; remain in them, with public exhibitions, for two years as Queen's scholars; quit them to become certificated schoolmasters and schoolmistresses, and, in that character, prepare other apprentices to run the same course. It deserves to be carefully considered what number of colleges may ultimately be required, and how nearly we have reached that number.

If 3,000,000 children† ought at this time to be found in schools of the same class as those which are under inspection—and this number approximates, probably, to the true one, after deducting, on the one hand, the proportion of the middle and upper classes, and, on the other hand, allowing for the growth of population since 1851—and if one certificated teacher be allowed for every 100 children, there is occupation for 30,000 such teachers, supposing none other be employed. At present the number of certificated teachers employed in schools under inspection is about 6,000, and we are nearly in a position to augment this body at the rate of 1,500 per annum, having now almost 3,000 students‡ in training, of

* Two other institutions are held for the present in temporary premises. We have a proposal before us from the *York and Ripon Diocesan Board* to increase the accommodation for female students, and we have reason to expect a similar proposal from the *British and Foreign School Society*.

† The Registrar General in his Report on Education, p. xxvi., states that one in six of the total population ought to be at school. The population of Great Britain in 1851 was 20,959,477.

‡ The number of students in training is now (May 1859) 2,833.

whom half may be sent out in each year as teachers, and in place of whom an equal number of Queen's scholars are ready to be admitted. At this rate, we should make up the number of 30,000 certificated teachers in 16 years from the present time, if we had no losses to allow for. The present system has been in operation too short a time to afford sufficient data for a trustworthy estimate of this allowance. Five per cent. has been assumed for it, on data derived from Prussia (Minutes of 1851-2, vol. i., pp. 274-6). Of this five per cent. more than three per cent. is allowed for the average rate of deaths, and for superannuation at the age of 65, leaving less than two per cent. for earlier failure of health, and for voluntary changes of profession. But it is very doubtful how far statistics derived from Prussia, and confined (apparently) to males, apply to a body containing more than 39 per cent. of females, and to the more independent condition of British society. If five per cent. approach to a just estimate, the present provision for training teachers ought not to be greatly extended; and we think that, in the absence of further information, it is not advisable at present to add materially to the number of colleges already existing or proposed. It is true that, for several years to come, there would be no fear of an over-supply of teachers, although the number of colleges were greatly augmented, because the body of certificated teachers is still in process of *formation*, and not of *maintenance at its proper number*. But the permanent provision for training ought not to exceed the ultimate permanent demand for trained teachers.

Although the maximum extent of the training colleges is intimately connected with the maximum number of pupil-teachers, yet the latter must not be wholly measured by the former.

It is neither possible nor desirable that the whole of the pupil-teachers should become schoolmasters and schoolmistresses. The pupil-teachers form the natural source from which to draw schoolmasters and schoolmistresses, but the part which they play in the improvement of schools is not confined to the future. The pupil-teachers are selected at the age of 13; and if, after serving daily as assistants in school until the age of 18, at an average allowance from the Parliamentary grant of 15*l.* per annum (about 5*s.* 10*d.* per week), they quit the profession of teacher at the end of their apprenticeship, thence-

forth carrying a good education, and regular habits, into other walks of life, no loss to the public is incurred upon them. The admission to exhibitions at the training colleges is by competition among all the apprentices who have completed their service; and it is highly desirable, for the sake of the efficiency of the future class of teachers, that those apprentices who, at the age for choice, wish to follow some other calling, should be freely allowed to do so, and that, among those who determine to persevere, the number of candidates for exhibitions should exceed the number of vacancies.

Calculations which have been made show that, out of every 100 pupil-teachers admitted, 12·68 per cent. are removed by death, failure of health, failure in attainments, misconduct, and other causes *during* their apprenticeships;* 87·32 successfully complete their apprenticeship; and 76·02 per cent. become candidates for Queen's scholarships.

The present number of pupil-teachers is now (*May* 1859) approaching 15,000, and this number, according to the preceding figures, is calculated to yield 2,619 who annually complete their period of service (five years), and 2,280 candidates for Queen's scholarships.

We have entered with minuteness into these calculations, because not only are the apprentices, the training colleges, and the certificated masters and mistresses, the heaviest items in the estimate, but the due proportion of them to each other, and to the ultimate demand for teachers, is a question which the extension of the present system imperatively requires to be examined. We shall pursue the inquiry during the present year.

By the Minute of 26 July 1858, we have contemplated the substitution of trained (probationary) teachers to a considerable extent for additional apprentices; by that of 4 May 1859 we have withdrawn the extra allowance of pupil-teachers hitherto accorded to certain schools, and we have fixed a maximum number (four) for those who may be engaged to a single teacher. We shall continue to direct our attention to measures which may confine the growth of the body within limits not disproportionate to the needful supply of future

* House of Commons Paper, No. 321, Session 1855.

masters and mistresses; while, at the same time, we shall retain a due regard to the want of such assistance as the pupil-teachers afford in the daily work of schools.

Training
Colleges.

5. INDUSTRIAL SCHOOLS PURSUANT TO THE ACTS 17 & 18
VICT., C. LXIV., AND 20 & 21 VICT., C. XLVIII.—POOR
LAW SCHOOLS.—RAGGED SCHOOLS.

In order that our measures with regard to this class of schools may be rightly understood, it is needful for us to pre-
mise certain explanations.

Industrial
Schools
pursuant to
the Acts
17 & 18 Vict.
c. 64. and
20 & 21 Vict.
c. 48.—Poor
Law Schools
—Ragged
Schools.

In proportion as the growth of education throughout the country has attracted greater attention to the general principles on which it should be organized, a distinction has established itself between the schools which are entered on payment of fees, ranging from 1*d.* to 6*d.* per week, by the children of independent labourers or artizans, and the schools which receive the children of a more dependent and neglected class. The law has by degrees taken a large proportion of this latter class of children into its keeping. The education of pauper children forms part of the ordinary administration of the Poor Law; and, with respect to them, the principle of voluntary subscription is not introduced. But as regards children who have been convicted of criminal offences, or who fall under any of the legal definitions of vagrancy, there is a mixed system. Schools established, managed, and maintained by voluntary agents are certified (if for criminal children) by the Secretary of State, and (if for vagrants) by the Committee of Council on Education, pursuant to the Acts of Parliament above quoted; and, by virtue of such certificates, the managers acquire very large powers for detaining, recapturing, and recovering from parents the cost of, the children whom they agree to receive under magisterial sentence. But, after the common day school, the work-house, the reformatory, and the industrial school have each drawn off their quota, a certain number of other children, capable of being defined, if at all, only by negatives, remain for what are called Ragged Schools, which are wholly voluntary in their character, and offer gratuitously a certain degree of employment, instruction, and religious influence to the scholars

Industrial
Schools
pursuant to
the Acts
17 & 18 Vict.
c. 64. and
20 & 21 Vict.
c. 48.—Poor
Law Schools.
—Ragged
Schools.

who can be brought to attend. The system of granting public certificates to industrial schools and to reformatories was introduced subsequently to the formation of many such institutions upon a purely voluntary basis, and has been by no means extended as yet over the whole number even of those receiving public aid. We think that it ought gradually to prevail to this extent.

The Committee of Council in adapting its Minutes to this state of circumstances, has pursued the following course :—

The Minutes of December 1846 contain provisions, pursuant to which special grants are offered towards the establishment and maintenance of—

- | | | | | | |
|---|---|---|---|---|--------------|
| 1. Field gardens | - | - | - | - | } For Boys. |
| and | | | | | |
| 2. Workshops | - | - | - | - | } For Girls. |
| 3. Kitchens, washhouses, and bakehouses | - | - | - | - | |

For such establishments the Committee of Council offers to pay half the rent, one third of the cost of tools and raw material for labour, and a certain allowance to the instructors. But, at this point, we must distinguish between industrial classes added to common day schools, and schools of which manual industry is the main feature. We dismiss the former departments from our present consideration (merely stating that, if the schoolmaster or schoolmistress act as industrial superintendent, we allow 2s. 6d. per industrial scholar, and if separate industrial instructors be retained, 5s. per industrial scholar, in addition to our other grants to the same school); and, we confine the rest of these remarks to industrial schools properly so called.

As early as 1852, before any of the Acts of Parliament now in force upon the subject had been passed, the attention of the Committee of the day was called to the subject (Minutes 1852-3, vol. i., pp. 50-55), and in order to put these schools upon somewhat of the same footing as others receiving our ordinary grants for pupil-teachers and certificated masters or mistresses, our predecessors raised the industrial allowance to the sum of 10s. per annum. In 1854, the first Industrial and Reformatory School Acts were passed, viz., the Act 17 & 18 Vict. c. 74., for industrial schools in Scotland only, and the Act

• 17 & 18 Vict. c. 86, for reformatory schools in Great Britain. Hitherto the grants of the Committee of Council had contemplated daily instruction alone. It was now represented that instruction, without the offer of food, or even of food and lodging, would go but a little way towards reaching the special class of children in view. This consideration was felt to be one of extreme difficulty, because, whatever might be its truth, such an offer had a tendency to convert the grants for education into a supplement of the poor rates, with none of the safeguards imposed by the Poor-Law.

Industrial
Schools
pursuant to
the Acts
17 & 18 Vict.
c. 64. and
20 & 21 Vict.
c. 48.—Poor
Law Schools
—Ragged
Schools.

The Minute of 2 June, 1856 followed. By that Minute, the old allowances towards rent, tools, and raw materials were continued. But an addition was made equal to half the salaries of the officers employed, with a capitation grant of 50s. per head upon all those children who were boarded and lodged, but not (under the Reformatory Act) paid for by the Treasury on the authority of the Secretary of State. In order to guard the large aid thus offered as far as possible from abuse, the Minute declared that "no school should be admissible which "was not industrial in its character, and unless its scholars "were taken exclusively from the criminal and abandoned "classes;" and this provision was subsequently enforced by requiring in each instance the following certificate, unless the establishment had been certified by the Secretary of State under the Act of Parliament:—

We, the undersigned, being two of Her Majesty's Justices of the Peace for * _____ have satisfied ourselves, through the police, and by other means, that the young persons received into this establishment have either been legally convicted of crime, or have been accustomed to begging and vagrancy† not having any home or settled place of abode, or proper guardianship, and having no lawful or visible means of subsistence.

Signed this _____ day of _____ 185_

_____ of { _____

_____ of { _____

* Name of district for which acting.

† Description taken from the Act 17 & 18 Vict. c. 74.

Industrial
Schools
pursuant to
the Acts
17 & 18 Vict.
c. 64. and
20 & 21 Vict.
c. 48.—Poor
Law Schools.
—Ragged
Schools.

This Minute had not been long in force when the Secretary of State raised the grants allowed by the Home Office for convicted children from 5s. to 7s. per week, and assigned the inspection of reformatories certified under the Act of 17 & 18 Vict. c. 86., to one only of the Prison Inspectors, as his separate province, instead of allowing them to take their turn for inspection among other prisons.

Shortly afterwards (*August 1857*), the Act 20 & 21 Vict. c. 48. was passed, extending to England and Wales provisions similar to those in force for Scotland under the Act 17 & 18 Vict. c. 74.

This altered state of finance, administration, and legislation led our predecessors to review the Minute of 2 June 1856.

They appear to have found that, with the grants from the Home Office, in addition to those of the Privy Council, the allowance to the certified reformatories would become extravagant, upon the assumption that any considerable part of their maintenance was to proceed from voluntary sources; that a twofold inspection, and a twofold administration of public money, by separate departments of State ought not to be continued; that the greatest difficulty arose in defining the class of children proper to be received; lastly, that the ragged schools, which offered neither food nor lodging, were practically excluded from assistance.

The Minute of 31 December 1857 was adopted to meet these circumstances. By that Minute, the reformatories aided and inspected by the Home Office were wholly remitted to that Department. The remaining institutions of the same class were divided into two groups: those certified under the Acts 17 & 18 Vict. c. 74., and 20 & 21 Vict. c. 48., and those not certified. Both groups equally might receive, under certain conditions, the allowances for rent, tools, and 5s. per industrial scholar; but the certified group, in addition to these grants, might also receive at the rate of 5*l.* per annum for every child whom they admitted under magisterial sentence. By this arrangement, the heavier grants were confined to that class of children about the propriety of whose admission there was no room for doubt; a measure of aid, by no means inconsiderable, was extended to all those institutions which aim at the same objects as those contemplated by the Industrial and

Reformatory Acts, including such of the ragged schools as are industrially organized; and a great inducement was held out to the managers of all such institutions to procure certificates for them, and to bring them within the action of the law.

Industrial Schools pursuant to the Acts 17 & 18 Vict. c. 64. and 20 & 21 Vict. c. 48.—Poor Law Schools.—Ragged Schools.

We have already granted certificates to 13 such institutions, the names of which (extracted from the Gazette) will be found at the end of this Report, and other applications are before us.

We have made no alteration in the Minute of 31 December 1857, beyond raising the allowance for sentenced children from 5*l.* to 7*l.* 10*s.* per annum.

The expenditure upon this class of institutions during the years ending 31 December was, in 1857, 19,104*l.* 10*s.* 7*d.*, and in 1858, 27,025*l.* 15*s.* 1*d.*

The Minute of 2 June, 1856, did not wholly cease to operate before the 31st of March 1859.

An account of the expenditure under the Minute of 2 June 1856, during the *nineteen* months that it was in *full* force, is given in the House of Commons Paper No. 227, session 1859. The following is a summary of it:—

Number of Institutions.	Number on account of whom the Grants (all) have been made.	Amount of 5 <i>s.</i> Capitation Grant.	Amount in aid of Teachers' Salaries.	Amount in aid of Rent.	Amount in aid of Purchase of Tools, &c.
90	5,823	£ 7,707 s. 4 d. 0	£ 6,924 s. 3 d. 10	£ 2,201 s. 18 d. 0	£ 6,362 s. 3 d. 10

(continued)

Average Amount of Grants (all) per Pupil or Inmate.	Payments by Friends of Inmates.	Payments by Patrons of individual Inmates.	Produce of Labour.	Other Sources.	Subscriptions and Donations.
£ 3 s. 19 d. 8	£ 822 s. 2 d. 6	£ 8,280 s. 7 d. 6	£ 25,931 s. 14 d. 6	£ 17,517 s. 0 d. 6	£ 52,541 s. 13 d. 10

The further sum of 27,585*l.* 14*s.* 4*d.* is returned by the managers between 2 June 1856 and 31 December, 1857, as granted under the authority of the Home Office to 42 certified reformatories included in the preceding number. The result gives 155,878*l.* 2*s.* 6*d.* for 5,823 persons during nineteen months, or 16*l.* 18*s.* 1½*d.* per head per annum. As several

of the institutions were established within the period covered by the return, it is probable that a part of the expenditure was for items chargeable to capital; but the accounts rendered do not enable this distinction to be made.

6. PENSIONS.

Pensioners. The pensioners must have served for fifteen years in school, and their schools must have been, during seven of those years, under inspection. Age or infirmity is a condition of every pension (30*l.* per annum being the maximum for an elementary teacher), and the pension may be withdrawn on proof of misconduct, or of sufficient means of livelihood from other sources. These pensions are *not* offered as a general provision for teachers, but as a form of aid to a limited number of schools, in order to facilitate the appointment of competent successors in the place of meritorious but disabled teachers, whose removal may, by such assistance, be effected in a manner consistent with their claims. The number of pensioners at present is twenty-six, and eight have received gratuities (not to be renewed) on retirement. The maximum annual charge under this head is never to exceed 6,000*l.* per annum.

We reprint from the last volume presented to Parliament the observations made by our predecessors upon the superannuation of teachers (Minutes of 1857-8, pp. 30-1):—

Extract from Circular Letter to Her Majesty's Inspectors of Schools, dated 12 June 1857, stating Resolution not to undertake any Scheme for Superannuation of Teachers.

Teachers' superannuation.

“THE Committee of Council, as you are doubtless aware, has had under its consideration various proposals during the last few years for the superannuation of teachers.

A certain limited class of cases is provided for by the Minute of 6 August 1851 (*Minutes* of 1851-2, p. 25), but the proposals in question contemplate some general and uniform provision.

It has never been proposed that the Government should make a general offer of pensions. In one form or other, it has always been assumed that the teachers were to make provision for themselves, and the points urged upon my Lords have been the means of ensuring (by compulsion, or by encouragement, or by both) that the teachers did so.

The Act 16 & 17 Vict., c. 45., and the table annexed to this letter, being an extract from the general tables prepared by the Commissioners for the Reduction of the National Debt, show what are the annual payments which

would have to be made from the twenty-first year to the forty-fifth year, upon average lives, for annuities of 20*l.* or 30*l.* Pensions.

Their Lordships, having had various schemes of superannuation allowances to teachers before them, have given their most attentive consideration to the matter.

It is impossible to overrate the importance both to the individuals themselves, and to the cause of education, that teachers should make due provision for their timely and honorable retirement.

The average of their receipts is, probably, at the present moment, somewhat artificially raised by a demand in excess of the supply. A certificated master, besides a house, receives (in salary and in Government grants together) about 90*l.* per annum, and a certificated mistress 60*l.*, on the average of the whole kingdom. This is liberal payment for young men and women, the children, frequently of artizans and labourers, at the age of twenty-one or twenty-two years, in a comfortable and honorable profession, and the fact that this income accrues almost at once, and is not commonly much augmented by length of service, renders it matter of common duty and prudence that young schoolmasters and schoolmistresses should not spend the whole of their earnings, but should learn to put by a sufficient portion. The early purchase of a deferred annuity is one among other means for this purpose. The annuity extends to the end of life, and the demand for premiums comes in aid of weak resolution when the annual savings have to be made.

A general provision, however, for superannuated or incapacitated teachers involves social as well as merely educational considerations. Teachers cannot be supposed to be less alive than other men to prudential motives, nor are their circumstances less varied than those of any other class. It is everyone's duty to make provision for sickness or old age. But it would be a very arbitrary interpretation of this duty to compel every man, by Act of Parliament, to purchase a deferred annuity, of a certain proportionate amount, and to commence at a certain fixed time of his life.

The general object of interfering at all with teachers in this respect could be answered only by compulsory interference, and the examples which have been quoted of such interference do not apply to the indirect relation in which the Government stands to the teachers of schools. The Government neither appoints nor dismisses those officers, nor does it recognize them, except as employed by the independent managers of schools under inspection.

Acting upon these views their Lordships have decisively resolved to confine the interference of the Committee of Council with the retirement of teachers to such a limited number of cases as, for the time being, may fall within the Minute of 6 August 1851, and since it is desirable that no misconception should exist about the intention of the Committee in this respect, I am to request that you will omit no opportunity in answer to inquiries of making it known. At the same time their Lordships wish you to call attention among the managers and teachers of schools in your districts, to the facilities afforded by the Act 16 & 17 Vict., c. 45., for making proper provision for old age on the security of the State in all those cases where the

Pensions. purchase of a deferred annuity is the most convenient mode of affecting this object. The purchase of a deferred annuity under the Act can be accomplished through any savings bank, but certain fees which the officers of such banks are entitled by law to charge for agency may be saved by purchasers who address their proposals directly (post paid) to 'The Secretary, National Debt Office, London, E.C.'

It might hereafter be a reason for not admitting any particular teacher to the benefit of the Minute of 6 August 1851, that he had, without special reasons, neglected to make proper provision for himself."

To Her Majesty's Inspectors of Schools.

Table referred to in foregoing Circular.

Age between	MAN.				WOMAN.			
	To secure with return of Premium an Annuity to begin when he is 50, of 20l. Annual Payment.	To secure with return of Premium an Annuity to begin when he is 55, of 30l. Annual Payment.	To secure without return of Premium an Annuity to begin when he is 55, of 20l. Annual Payment.	To secure without return of Premium an Annuity to begin when he is 55, of 30l. Annual Payment.	To secure with return of Premium an Annuity to begin when she is 55, of 20l. Annual Payment.	To secure with return of Premium an Annuity to begin when she is 55, of 30l. Annual Payment.	To secure without return of Premium an Annuity to begin when she is 55, of 20l. Annual Payment.	To secure without return of Premium an Annuity to begin when she is 55, of 30l. Annual Payment.
20 and 21	£ s. d. 3 18 4	£ s. d. 5 17 6	£ s. d. 2 18 4	£ s. d. 4 7 6	£ s. d. 4 11 8	£ s. d. 6 17 6	£ s. d. 3 11 8	£ s. d. 5 7 6
21 " 22	4 3 4	6 5 0	3 1 8	4 12 6	4 15 0	7 2 6	3 15 0	5 12 4
22 " 23	4 6 8	6 10 0	3 5 0	4 17 6	5 0 0	7 10 0	4 0 0	6 9 0
23 " 24	4 11 8	6 17 6	3 8 4	5 2 6	5 5 0	7 17 6	4 5 0	6 7 6
24 " 25	4 15 0	7 2 6	3 11 8	5 7 6	5 11 8	8 7 6	4 10 0	6 15 0
25 " 26	5 0 0	7 10 0	3 16 8	5 15 0	5 16 8	8 15 0	4 15 0	7 2 6
26 " 27	5 6 8	8 0 0	4 1 8	6 2 6	6 3 4	9 5 0	5 0 0	7 10 0
27 " 28	5 11 8	8 7 6	4 6 8	6 10 0	6 10 0	9 15 0	5 8 8	8 0 0
28 " 29	5 18 4	8 17 6	4 13 4	7 0 0	6 16 8	10 5 0	5 13 4	8 10 0
29 " 30	6 5 0	9 7 6	4 18 4	7 7 6	7 5 0	10 17 6	6 0 0	9 0 0
30 " 31	6 11 8	9 17 6	5 5 0	7 17 6	7 13 4	11 10 0	6 8 4	9 12 6
31 " 32	7 0 0	10 10 0	5 13 4	8 10 0	8 3 4	12 5 0	6 16 8	10 5 0
32 " 33	7 8 4	11 2 6	6 1 8	9 2 6	8 13 4	13 0 0	7 6 8	11 0 0
33 " 34	7 18 4	11 17 6	6 10 0	9 15 0	9 3 4	13 15 0	7 16 8	11 15 0
34 " 35	8 8 4	12 12 6	7 0 0	10 10 0	9 16 8	14 15 0	8 8 4	12 12 6
35 " 36	9 0 0	13 10 0	7 10 0	11 5 0	10 10 0	15 15 0	9 1 8	13 12 6
36 " 37	9 18 4	14 10 0	8 1 8	12 2 6	11 5 0	16 17 6	9 19 8	14 15 0
37 " 38	10 6 8	15 10 0	8 15 0	13 2 6	12 0 0	18 0 0	10 11 8	15 17 6
38 " 39	11 3 4	16 15 0	9 11 8	14 7 6	13 0 0	19 10 0	11 10 0	17 5 0
39 " 40	12 1 8	18 2 6	10 8 4	15 12 6	14 0 0	21 0 0	12 10 0	18 15 0
40 " 41	13 1 8	19 12 6	11 8 4	17 2 6	15 3 4	22 15 0	13 13 4	20 10 0
41 " 42	14 5 0	21 7 6	12 10 0	18 15 0	16 11 8	24 17 6	15 0 0	22 10 0
42 " 43	15 11 8	23 7 9	13 16 8	20 15 0	18 3 4	27 5 0	16 11 8	24 17 6
43 " 44	17 3 4	25 15 0	15 6 8	23 0 0	20 0 0	30 0 0	18 8 4	27 12 6
44 " 45	19 1 8	28 12 6	17 3 4	25 15 0	22 3 4	33 5 0	20 10 0	30 15 0

No annuity can be deferred for a shorter period than ten years.

- 7. ESTABLISHMENT.

We have only to notice, under this head, that inspection is the keystone of the present system; and that the increase of this service is to be regarded as an economical check upon the rest of the expenditure, which, without such supervision, could not be made dependent upon proper conditions. Our present staff enabled us to visit 6,641 daily schools during the past year, *i.e.* entire establishments, comprising, as we have stated above, 9,384 departments under separate teachers. But 8,461 such entire establishments were liable to inspection in the same period, and, had they also been visited, it may be estimated that the number of children who would have passed under review would have been more than 934,000, instead of 821,744. All schools which receive grants for any purpose become thereby liable to inspection; but those only which apply for grants annually renewable (stipends of apprentices, augmentation, capitation) are sure of being annually inspected. These latter constitute engagements for which we must make provision. The others are visited in such intervals as these engagements leave unoccupied. The distinction will be found to be carefully marked in the Tables prefixed to Appendix No. 1., where the results of inspection are set forth. The improvement of schools is represented by the increasing number of those which are in receipt of annual grants; and, therefore, we think it to be very important that the number of Your Majesty's Inspectors should always extend beyond the immediate demands of those schools which are for the time in receipt of annual grants, so as to stimulate towards the same standard the rest of the schools that are liable to inspection.

Establish-
ment.
—

The increase in our central office is confined to assistant clerks, and is occasioned by the general growth of business. The immediate communication of the reports on particular schools (*suprà*, p. xi.) imposes a considerable amount of extra copying. We have already adverted to the complicated subdivisions (of place, denomination, object,) through which every detail of our administration has to be conducted, and which add largely to its expense and difficulty.

CONCLUSION.

Conclusion. The following table, compiled from Appendix No. 5, with some additional particulars taken from the last Census, exhibits the local distribution of the grant :—

SUMMARY (under Counties) of Expenditure in GRANTS to ELEMENTARY SCHOOLS, in GREAT BRITAIN, from PARLIAMENTARY VOTES, between Years 1833 and 1858 inclusive; with POPULATION, distinguishing proportions in TOWN and COUNTRY, DENSITY, PROPERTY, and SHARE in GRANT for EDUCATION.

County.	Popula- tion.*	Proportion per Cent. of Popula- tion in †		No. of Persons per Square Mile. ‡	Proportion of Real Property assessed to the Property and Income Tax per head of Popu- lation.§	Amount granted from the Parlia- mentary Fund for Education.			Proportion of Grants for Educa- tion per head of Popula- tion.		
		Towns.	Country.			£	s.	d.	£	s.	d.
ENGLAND.											
Bedford	124,478	30	70	270	4.54	16,221	1	63	0	2	7.2
Berks	170,065	30	70	241	5.74	21,951	1	93	0	2	6.9
Buckingham	163,723	37	63	224	5.34	16,387	1	2	0	2	0.0
Cambridge	185,405	31	69	226	6.13	22,531	15	43	0	2	5.1
Chester	455,725	48	52	412	4.52	87,298	16	93	0	3	9.9
Cornwall	355,558	22	78	259	3.79	38,522	15	63	0	2	2.6
Cumberland	195,492	43	57	125	4.92	23,440	3	22	0	2	4.7
Derby	296,084	27	73	238	6.75	42,792	8	43	0	2	10.6
Devon	567,098	45	55	218	4.82	61,477	10	54	0	2	2.6
Dorset	184,207	31	69	186	5.27	28,158	12	93	0	3	0.6
Durham	380,997	42	58	399	4.29	50,152	1	58	0	2	6.7
Essex	369,318	26	74	222	5.31	23,733	14	10	0	1	3.4
Gloucester	453,805	55	45	364	4.65	31,542	1	7	0	3	6.6
Hants	405,370	49	51	240	4.49	76,529	19	63	0	3	5.7
Hereford	115,489	25	75	138	7.06	15,052	15	10	0	2	7.2
Hertford	167,293	24	76	274	5.20	24,705	0	34	0	2	11.4
Huntingdon	64,183	25	75	178	6.07	6,888	18	03	0	2	1.7
Kent	615,766	59	41	375	5.11	85,465	10	113	0	2	9.3
Lancaster	2,031,236	66	34	1,064	4.25	331,447	9	113	0	3	3.1
Leicester	230,303	39	61	287	5.92	25,952	13	23	0	2	3.9
Lincoln	407,222	26	74	146	7.39	39,503	7	63	0	1	11.3
Middlesex	1,886,576	93	7	6,683	7.35	248,349	0	13	0	2	7.5
Monmouth	157,418	23	72	272	4.51	14,592	8	44	0	1	10.2
Norfolk	442,714	36	64	209	5.66	35,671	5	53	0	1	7.3
Northampton	212,380	28	72	216	6.10	17,594	13	53	0	1	7.8
Northumberland	303,568	49	51	154	5.14	31,482	9	103	0	2	0.8
Nottingham	270,427	32	68	329	4.43	28,311	2	113	0	2	1.1
Oxford	170,439	32	68	231	5.93	18,793	5	53	0	2	2.4
Rutland	22,933	20	80	154	6.97	2,422	19	7	0	2	1.2
Salop	229,341	32	68	178	6.31	27,891	10	33	0	2	5.1
Somerset	443,916	31	69	271	7.00	59,526	1	103	0	2	8.1
Stafford	608,716	55	45	535	4.65	96,462	15	4	0	3	0.0
Suffolk	337,215	29	71	228	5.43	36,692	15	63	0	2	2.1
Surrey	683,082	73	22	910	5.80	98,776	7	13	0	2	10.7
Sussex	336,844	53	47	230	5.33	41,787	19	43	0	2	5.7
Warwick	475,013	65	35	539	5.11	60,120	7	103	0	2	6.3
Westmoreland	58,287	25	75	77	6.00	5,070	13	11	0	1	8.8
Wilts	254,221	45	55	188	5.80	45,010	5	53	0	3	6.4
Worcester	276,926	32	68	375	5.15	33,545	14	3	0	2	5.9
York	1,797,995	42	58	2,330	4.55	321,948	10	113	0	3	6.9

* Census, 1851, pp. clxviii., cxxiii., lii—iii.

† Ibid, pp. cix., cxxii.

‡ Ibid, pp. cvi., cxxii.

§ Ibid, pp. clxx., ccxix.

County.	Population.	Proportion per Cent. of Population in		No. of Persons per Square Mile.	Proportion of Real Property assessed to the Property and Income Tax per head of Population.	Amount granted from the Parliamentary Fund for Education.			Proportion of Grants for Education per head of Population.		
		Towns.	Country.			£	s.	d.	£	s.	d.
WALES.											
(SOUTH.)											
Brecon	61,474	34	66	86	3.73	4,308	19	7½	0	1	4.8
Cardigan	70,796			102	3.06	5,444	14	8½	0	1	6.4
Caermarthen	110,632			117	3.48	12,233	12	1½	0	2	2.4
Glamorgan	231,849			268	3.66	22,123	0	3½	0	2	6.6
Pembroke	94,140			149	3.81	15,520	15	10½	0	3	3.5
Radnor	24,716			58	5.91	902	18	6½	0	0	8.6
(NORTH.)											
Anglesey	57,327	22	78	188	3.01	8,854	16	7½	0	3	1.0
Caernarvon	87,870			151	3.28	17,833	14	5½	0	4	0.7
Denbigh	92,583			153	4.66	17,788	3	5½	0	3	10.1
Flint	68,156			235	5.85	11,660	9	8	0	3	5.0
Merioneth	38,843			65	4.33	6,779	1	7½	0	3	5.8
Montgomery	67,335			89	5.05	8,542	2	11½	0	2	6.4
ISLE OF MAN	52,387					12,732	19	9½	6	4	8.0
CHANNEL ISLANDS	90,739					6,189	7	7½	0	-1	4.3
SCOTLAND.											
Aberdeen	212,032	43	57	108	2.93	25,288	13	0½	0	2	4.6
Argyll	89,298	20	80	27	3.17	8,198	14	11½	0	1	10.0
Ayr	189,858	56	44	187	3.20	21,436	6	7½	6	2	3.0
Banff	54,171	21	79	79	2.40	4,856	8	7½	9	1	9.5
Berwick	36,297	22	78	75	7.32	4,672	14	5½	0	2	6.8
Bute	16,608	50	50	97	2.44	480	19	3½	0	0	6.6
Caitness	38,709	25	75	54	1.84	3,016	14	11½	0	1	6.6
Clackmannan	22,951	48	52	494	2.61	1,174	13	9	0	1	0.2
Dumbarton	45,103	59	41	152	3.32	6,308	9	7½	0	2	9.5
Dumfries	78,123	83	67	69	3.96	3,705	12	11½	0	0	11.5
Edinburgh	259,435	80	20	658	5.35	50,745	7	0½	0	3	10.9
Elgin	35,959	39	61	73	3.07	3,237	15	1½	0	1	7.9
Fife	155,546	50	50	305	3.89	22,515	13	10	0	2	9.3
Forfar	191,264	70	30	215	3.27	35,913	0	6½	0	3	9.0
Haddington	36,386	27	73	125	6.76	3,047	15	4½	0	1	8.0
Inverness	96,500	16	84	23	2.03	9,891	14	17½	0	2	0.5
Kincardine	34,598	15	85	88	3.91	3,398	16	5	0	1	11.3
Kinross	8,924	47	53	115	5.46	1,213	3	2	0	2	8.6
Kirkcudbright	43,121	31	69	45	4.46	5,004	14	3½	0	2	3.8
Lanark	530,169	77	23	537	4.03	67,743	16	11	0	2	6.6
Linlithgow	30,135	33	67	300	4.05	3,152	5	7½	0	2	1.1
Nairn	9,956	34	66	46	2.02	1,286	2	10½	0	2	7.0
Orkney and Shetland.	62,533	13	87	40	6.64	805	4	3½	0	0	3.0
Peebles	10,738	18	82	30	7.28	576	2	5½	0	1	8.7
Perth	138,660	31	69	49	5.09	27,139	16	1	0	3	10.9
Renfrew	161,091	79	21	687	3.18	11,261	11	0½	0	1	4.7
Ross and Cromarty	82,707	16	84	26	1.85	6,291	15	6	0	1	6.2
Roxburgh	51,642	36	64	72	5.93	2,431	6	10½	0	0	11.2
Solkirk	9,809	61	39	37	5.38	1,160	11	8	0	2	4.3
Stirling	86,237	50	50	187	3.56	7,097	11	7	0	1	7.7
Sutherland	25,793	23	77	14	1.53	3,622	15	7½	0	2	9.7
Wigtown	43,389	83	67	85	3.21	3,596	18	11½	0	1	7.8

The following extract is taken from the above Table:—

Conclusion.

THE SIX COUNTIES OF GREAT BRITAIN IN WHICH

The Grant for Education per Head of Population is				The Amount of Real Property assessed to Property and Income Tax is, per Head of Population,				The Percentage is Highest of			The Average Number of Persons per Square Mile is			
Highest.	Lowest.†	Amount of Grant	Amount per Head.	Highest.	Lowest.	Amount assessed	Amount per Head.	Town Population.	Rural Population.	Percentage.	Highest.	Lowest.	Number of Persons per Square Mile.	Number of Persons per Square Mile.
		s. d.		£	SCOTLAND.†	£		Middlesex‡	SCOTLAND.‡		Middlesex	SCOTLAND.¶		
Isle of Man*	Orkney and Shetland.	0 3		Lincoln	Orkney and Shetland.	0 64		Middlesex§	Orkney and Shetland.	87		Sutherland	14	
Caernarvon	Bute	0 6 6		Middlesex	Sutherland	1 53		Edinburgh	Kincardine	85		Inverness	23	
Perth	Radnor	0 8 6		Berwick	Cathness	1 54		Renfrew	Ross and Cromarty.	84		Ross and Cromarty.	26	
Edinburgh	Roxburgh	0 11 2		Peebles	Ross and Cromarty.	1 85		Surry§	Inverness	84		Argyll	27	
Denbigh	Dumfries	0 11 5		Hereford	Nairn	2 02		Laurel	Peebles	82		Peebles	30	
Cheshire	Chackmannath	0 2		Somerset	Banff	2 40		Forfar	Argyll	80		Selkirk	37	

* Minutes, 1847-8, vol. ii., p. 335.

† The lowest in England is Essex, 1s. 3 4d.

‡ The six next Counties referable to this column are—

Anglesey	3 01	Corwall	3 79
Cardigan	3 06	Lancaster	4 25
Caernarvon	3 28	Durham	4 29
Glamorgan	3 48	Nottingham	4 43
Brecon	3 66	Hants	4 49
	3 73	Monmouth	4 51

§ The six districts in England and Wales referable to this column are—

Bedford	80	Per-centage.
North Wales	78	
Hereford	73	
Huntingdon	70	
Hereford	75	

¶ The next six Counties referable to this column are—

Radnor	68	Per-centage.
Merioneth	63	
Westmoreland	77	
Brecon	86	
Montgomery	89	
Cardigan	102	

§ Including the London District.

These Tables of course afford only a very rough and general Conclusion.
account. A careful examination of them serves to show that statistical differences do not always explain the local prevalence, or failure, of a system that depends for its extension upon voluntary agents. The counties obtaining the highest grants present no feature in common. But it is not uninteresting to find the Isle of Man at the head of them. It was here that some of the first steps for the establishment of general education were taken by Bishop Barrow in the seventeenth, and by Bishop Wilson in the eighteenth, centuries; and, on the foundations thus laid, Lord Auckland, while holding the same see, adopted vigorous measures for introducing the operations of the Committee of Council at an early period. Apart from such effects of personal influence, the island, like the parish of King's Somborne, presents many of the obstacles which are elsewhere held to be greatest under the present system. But if the counties obtaining the highest proportion of grants belong to no one particular class, the case is not the same with those obtaining the lowest, which are all occupied by rural populations thinly scattered over poor land. The present system acts least in such quarters; nor is it easy to see how the work is to be accelerated by the Government, without either superseding voluntary local action, or accepting an indefinitely low standard of instruction. We have, however, already adopted certain measures (*suprà*, p. xiv.) with especial reference to such quarters, and they will continue to occupy our careful attention.

(Signed) GASCOIGNE SALISBURY.
C. B. ADDERLEY.

The Council Chamber, Whitehall, 24 May 1859.

INSPECTORS OF SCHOOLS.

(Copied from London Gazette of 4 March 1859.)

*At the Court at Buckingham Palace, the 3rd day of
March 1859 ;*

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council, on a representation of the Right Honorable the Lords of the Committee of Council on Education, was this day pleased to appoint the Reverend *James George Currie Fussell*, to be one of Her Majesty's Inspectors of Schools.

(Copied from London Gazette of 19 April 1859.)

*At the Court at Buckingham Palace, the 19th day of
April 1859 ;*

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council, upon a representation of the Lords of the Committee of Council on Education, was this day pleased to appoint the Reverend *Frederick Meyrick* M.A., Dean and Tutor of Trinity College, Oxford, to be one of Her Majesty's Assistant Inspectors of Schools ; and also to appoint *James Scougall*, Esquire, to be one of Her Majesty's Assistant Inspectors of Schools in Scotland.

INDUSTRIAL SCHOOLS which have been certified under the Act of Parliament,
20 & 21 Vict. c. 48. s. 23.

NAME of SCHOOL.	Counties.	Date of		Name and Address of Correspondent.
		Certifi- cate.	Insertion in London Gazette.	
York Industrial Ragged - Hackney, Trewint. Indust- rial Home.	York -	1858. 18 June	1858. 25 June	Rev. W. A. Wightman, York. Miss Roberts, Barnet, Herts.
Euston Road Boys' Home -	" -	" 26 June	" 2 July	George Bell, Esq., 44, Eus- ton Road (N.W.)
North-West London Indust- rial.	" -	18 Dec.	21 Dec.	Geo. Joseph Bowyer, Esq., 237, Euston Road (N.W.)
Hill Street, Dorset Square Female Refuge.	" -	1859. 23 March	1859. 29 March	Mrs. Caroline Bunt, 12, Upper Gloucester Street, Dorset Square (N.W.)
Camden Town Family Home.	" -	"	"	Daniel Cooper, Esq., 11, Poultry (E.C.)
Chelsea, Sloane Street, Home.	" -	4 April	5 April	Mrs. Barney, 23, Denbigh Place, Pimlico (S.W.)
Manchester, Ardwick Green Ragged School.	Lancaster -	8 April	8 April	Rev. J. F. Bryan, 24, Ard- wick Green, Manchester.
Liverpool, Everton Crescent, St. George's Lane School.	" -	9 April	15 April	Rev. Thomas Cookson, 16, Warren Street, Liverpool.
Paddington, Girls' Home -	Middlesex -	"	"	Charles Gwillim, Esq., 1, Gloucester Crescent, Re- gent's Park (N.W.)
Bath, Sutcliffe Industrial School.	Somerset -	13 April	"	Lieut.-Colonel Buckle, 10, Great Bedford Street, Bath.
Lisson Street Training Refuge.	Middlesex -	18 April	19 April	Wm. James Maxwell, Esq., 9, Wimpole Street (W.)

FORM OF CERTIFICATE.



To the Managers of the _____
School, and to all others whom it may concern.

THE COMMITTEE OF HER MAJESTY'S PRIVY COUNCIL ON EDU-
CATION, having received an application from the Managers of the above-
named School, wherein Industrial Training is provided for the children,
and wherein the children are fed as well as taught, and having directed

to examine and report thereon, and having received and duly considered his
Report, HEREBY CERTIFY that the said school is an Industrial School
within the meaning of the Industrial Schools Act, 1857.

Given at Whitehall under the hand of

_____ President.
this _____ day of _____ 185_____.

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at same School, from Year 1853 to 1858, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47.82	21	13.01	8.48	4.82	4.87
1854	42	23.18	12.84	8	4.75	4.23
1855	37.02	28.82	14.51	9.47	5.69	4.40
1856	42.02	22.65	15.14	9.72	5.78	4.69
1857	41.26	23.61	14.97	9.74	5.5	4.92
1858	38.61	22.66	16.29	10.48	9.54	5.22
Mean per-centage	41.40	24.49	14.46	9.32	5.51	4.73

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars aged												Total Per-centage under Ten Years of Age.
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
1850*	-	-	-	-	-	14.13	13.62	12.54	10	6.84	4.24	3.55	62.83
1851*	-	-	-	-	-	14.94	14.09	12.73	9.36	7.19	4.12	3.35	63.26
1852*	-	-	-	-	-	14.73	13.98	12.56	10.31	7.85	4.61	3.96	60.71
1853*	-	-	-	-	14.19	14.65	13.72	11.81	9.02	6.24	3.44	1.86	67.63
1854*	-	-	-	-	13.67	13.84	13.62	11.34	8.72	5.86	3.28	2.04	68.76
1855	2.98	4.59	7.18	10.75	13.26	14.15	13.65	12.03	8.99	6.44	3.64	2.34	66.56
1856	6.08	7.15	9.33	11.4	12.76	11.94	11.74	10.47	7.93	5.77	3.29	2.14	70.4
1857	6.58	7.89	10.05	12.21	12.4	11.94	11.03	9.91	7.7	5.26	3.04	1.99	72.1
1858	5.45	7.22	9.3	11.84	12.7	12.26	11.56	10.2	7.98	5.8	3.4	2.29	70.33
Mean per-cent.	40.34					13.62	13	11.51	8.89	6.36	3.67	2.61	66.96†

* The returns for these years do not distinguish the ages of children under eight years.

† The increasing per-centage is partly, perhaps principally, accounted for by the greater number of infant schools which have been established under inspection. Children are now sent to school at an earlier age than that at which they were sent in former times; and this raises the general per-centage of children under ten years of age, although the average age up to which attendance is continued may remain the same as before.

RESULTS OF INSPECTIONS.-----

WOMEN APPLIED FOR POSITIONS AS

CONTENTS.		Total Number of Schools.	SCHOOLS UNITED ON ACCOUNT OF ANNUAL GRANTS.																				
			SCHOOLS OF ROMANS OR ROMAN.																				
			Provisions are required to be			Provisions are required to be			Books are required to be			Expenses are required to be high			Apparatus is required to be			The Office is required to be			Provisions for Teaching Apparatus are required to be		
Excellent, Good, or Fair.	Moderate.	Insufficient or Bad.	Excellent, Good, or Fair.	Moderate.	Insufficient or Bad.	Excellent, Good, or Fair.	Moderate.	Insufficient or Bad.	Excellent, Good, or Fair.	Moderate.	Insufficient or Bad.	Excellent, Good, or Fair.	Moderate.	Insufficient or Bad.	Excellent, Good, or Fair.	Moderate.	Insufficient or Bad.	Excellent, Good, or Fair.	Moderate.	Insufficient or Bad.			
Church of England Schools.	In Counties are—																						
	Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
Church of England Schools.	In Counties are—																						
	Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
	Gloucestershire, Warwickshire, Oxfordshire, Wiltshire, and Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
Church of England Schools.	In Counties are—																						
	Wiltshire	470	201	49	34	429	62	8	421	70	40	521	11	5	540	40	14	496	16	12	512	5	4
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	Gloucestershire, Warwickshire, Oxfordshire, W																						

SCHEDULE VISITED FOR SIMPLE INSTRUCTION ONLY

RESULTS OF INSPECTION.—continued

SALARY OF TESTER (continued) (page 40 continued)

RESULTS OF INSPECTION.....continued

MATHIEU, PIERRE*

DISTRICT.		SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.							SCHOOLS VISITED FOR SPECIAL INSPECTION ONLY.						
		Total Number of Schools from which Returns are taken.	Total Number of Children included in these Returns.	Estimated Proportion of those Children paying per Week.					Total Number of Schools from which Returns are taken.	Total Number of Children included in these Returns.	Estimated Proportion of those Children paying per Week.				
				One Penny, and less than Two-pence.	Two-pence, and less than Three-pence.	Three-pence, and less than Four-pence.	Four-pence.	Five-pence.			One Penny, and less than Two-pence.	Two-pence, and less than Three-pence.	Three-pence, and less than Four-pence.	Four-pence.	Five-pence.
Church of England Schools.	Westminster	174	37,201	22-20	30-50	30-57	0-22	0-10	—	—	—	—	—	—	—
	Glasgow, Bradford, Monmouth, Oxford, Warwick, and Worcester	397	66,103	40-50	40-50	0-50	0-50	0-50	40	3,101	42-77	30-50	0-50	1-1	—
	York	333	48,939	39-17	39-17	30-50	0-50	0-50	37	2,514	30-77	30-50	0-50	0-5	—
	Gloucester, Devon, Dorset, and Somerset	304	46,345	47-27	39-50	0-50	0-50	0-50	30	2,072	42-50	34-50	0-50	0-50	—
	Essex, Norfolk, and Suffolk	145	23,805	30-14	41-57	0-72	1-70	1-70	32	1,761	37-50	30-50	0-50	0-50	—
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Bedford	300	55,511	30-14	47-14	10-50	0-50	1-50	30	2,000	30-50	30-50	0-50	0-50	—
	Kent, Surrey, Sussex, and Channel Islands	276	34,417	44-49	42-47	0-50	0-50	0-50	30	1,607	30-50	30-50	0-50	0-50	—
	Lancashire, and Isle of Man	378	49,627	37-1	30-15	37-15	0-50	0-50	30	1,591	30-50	30-50	0-50	0-50	—
	Cheshire, Shropshire, and Stafford	304	50,155	30-15	40-50	10-17	0-50	0-50	30	1,600	30-50	30-50	0-50	0-50	—
	Bedford, Buckingham, Cambridge, Hertford, and Haringham	91	14,514	40-50	37-23	0-50	0-50	0-50	30	1,000	30-50	30-50	0-50	0-50	—
	Derby, Essex, and Wilt	305	31,700	30-15	30-50	0-50	0-50	0-50	30	1,600	30-50	30-50	0-50	0-50	—
	Gloucestershire, Durham, Northumberland, and Warrington	303	55,000	34-75	30-50	30-50	0-50	0-50	30	1,600	30-50	30-50	0-50	0-50	—
	Wilt	109	31,300	30-15	30-50	0-50	0-50	0-50	30	1,514	30-50	30-50	0-50	0-50	—
British, Wesleyan, and other Protestant Schools and connected with Church of England.	Anglican, Calvinistic, Clergy, Dissenting, Free, Lutheran, Isle of Man, and Methodist	152	26,314	31-1	30-50	30-57	0-27	0-10	—	—	—	—	—	—	—
	Derby, Buckingham, Essex, Norfolk, Kent, Lincoln, and Haringham	100	30,000	31-1	40-50	30-50	0-50	0-50	—	—	—	—	—	—	—
	Bristol, Cardiff, Carmarthen, Gloucester, Hereford, Monmouth, Montgomery, Penryn, Exeter, St. Paul, Bedford, Warwick, and Worcester	44	15,200	30-57	30-50	30-57	0-50	0-50	0	417	30-50	30-50	0-50	0-50	—
	Gloucester, Devon, Dorset, Essex, Somerset, Surrey, Sussex, and Wilt	74	26,000	30-50	30-50	30-57	0-50	0-50	—	—	—	—	—	—	—
	Bedford, Cambridge, Derby, Haringham, Lancaster, Lincoln, Norfolk, Northampton, Nottingham, Bedford, and Suffolk	37	55,734	30-50	30-57	30-50	0-50	0-50	4	—	—	—	—	—	—
Roman Catholic Schools.	Cardiff, Northumberland, York, and Bedford	39	17,800	7-47	30-50	30-50	0-50	0-50	—	—	—	—	—	—	—
	Bedford, Derby, Devon, Buckingham, Cambridge, Cardiff, Carmarthen, Cornwall, Devon, Dorset, Essex, Gloucester, Glamorgan, Kent, Hereford, Norfolk, Nottingham, Kent, Lincoln, Lincoln, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Penryn, Bedford, Buckingham, Essex, Hereford, Somerset, Suffolk, Sussex, Surrey, Warwick, Wilt, and Worcester	30	4,000	70-50	30-50	1-50	1-50	0-50	—	—	—	—	—	—	—
	Anglican, Calvinistic, Clergy, Dissenting, Free, Lutheran, Isle of Man, St. Paul, Bedford, and Worcester	37	15,000	30-50	30-50	0-50	0-50	0-50	—	—	—	—	—	—	—
Sectarian Schools connected with Established Church of England.	Anglican, Calvinistic, Clergy, Dissenting, Free, Lutheran, Isle of Man, St. Paul, Bedford, and Worcester	37	15,000	30-50	30-50	0-50	0-50	0-50	—	—	—	—	—	—	—
	Anglican, Calvinistic, Clergy, Dissenting, Free, Lutheran, Isle of Man, St. Paul, Bedford, and Worcester	37	15,000	30-50	30-50	0-50	0-50	0-50	—	—	—	—	—	—	—
	Anglican, Calvinistic, Clergy, Dissenting, Free, Lutheran, Isle of Man, St. Paul, Bedford, and Worcester	37	15,000	30-50	30-50	0-50	0-50	0-50	—	—	—	—	—	—	—
Free Church Schools.	Abertree, Derby, Devon, Gloucestershire, Gloucestershire, Haringham, Kent														

* Excerpt from the Report of the English Mission, to the College of 1871, p. 1415, with reference to Education.

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, the Rev. F. C. COOK, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the County of MIDDLESEX; followed by a REPORT from the Rev. J. G. C. FUSSELL on the Schools inspected by him in the same County.

MY LORDS,

January 1859.

NUMBER AND PROGRESS OF SCHOOLS INSPECTED.

THE schools in my district were inspected this year chiefly by the Rev. J. G. C. Fussell, (who will present a separate report to your Lordships), by the Rev. J. D. Glennie, jun., and the Rev. W. Campbell. Nearly all my time has been occupied as usual by my duties in connexion with the training colleges for schoolmistresses. The observations which I have to make must be understood as applying chiefly to those schools only which I have been able to visit myself. 370 schools were inspected by myself and my colleagues; 53,006 children were present; the average attendance amounts to 49,199.

Number of
schools in-
spected.

These numbers prove that there is a steady increase in the applications for inspection. On my first appointment, in 1844, a few weeks sufficed for the inspection of the metropolitan district. At present there is full occupation for my two colleagues. The schools are well filled (five-sixths of the space being occupied), and, with few exceptions, popular in their respective localities. It must, however, be allowed that a small proportion of the children of the labouring classes in Middlesex receive their education in them, nor can there be any doubt that the vast majority are without any efficient or satisfactory provision. In former reports I have repeatedly stated that the difficulty of procuring a good site is the chief, almost the only, obstacle to the extension of education in the greater part of the district. I have several cases before me in which the friends of education have collected large funds and waited for years in the vain hope of effecting a purchase; in other cases large sums have been expended upon second-rate situations; in many the attempt has been relinquished, from the utter hopelessness of success. In the parish of St. Giles', no less a sum

Progress.

than 9,000*l.* is estimated as the cost of buildings for some 800 children.

The best way of meeting this difficulty is a point for others to decide; but unless it is met and overcome, I feel perfectly convinced that it will be practically impossible to extend the benefits of good education to the great mass of the population in this district.

MANAGEMENT AND SUPERINTENDENCE.

Management.

As a rule, the committees of management in my district interfere very little with the internal organization of schools. They generally leave this to be settled by the teachers, or delegate their authority to the parochial clergy. Undoubtedly much harm might be done by frequent and in discreet meddling; but I am satisfied that it would be advantageous to all parties if the managers regularly called for school reports, formally investigated the condition of the school, made a point of attending the periodical examinations, and from time to time inspected the work in the several classes, especially in the lowest part of the school. Good teachers are much encouraged by such marks of sympathy and interest. I have generally found that when the attendance of managers at the annual visit of inspection is numerous, both children and teachers show unusual animation; and, notwithstanding that the difficulty of ascertaining the condition of a school is considerably increased by their presence on such occasions, I am clearly of opinion that it is desirable.

The best girls' schools in my district are superintended with great care by the ladies of the committees. Many ladies pass hours weekly in the schools with great benefit to the general education of the girls, and with still more evident and unmistakeable advantage to their character and personal habits. Some teachers dislike what they choose to call interference, but I have rarely found that due attention was paid to needlework, to any branch of domestic economy, that the manners of the girls were respectful and unassuming, or that the progress in elementary subjects of instruction was wholly satisfactory, excepting in schools under the careful superintendence of a ladies' committee.

FINANCE.

Finance.

The expenditure of these schools is considerable. Exclusive of the Parliamentary grants, it amounts upon an average to 1*l.* 3*s.* 2*d.* per head for 44,088 children. This is provided for by voluntary subscriptions and by school-pence in about

equal proportions. About one-half is spent upon the salaries, of teachers. The miscellaneous expenditure exclusive of books and apparatus, exceeds 19,000*l*.

PREMISES, FURNITURE, BOOKS, &c.

The school-rooms in this district are generally well built and conveniently arranged. There are, however, some striking exceptions specified in the reports submitted to your Lordships. No fault attaches to the managers in most instances, since they are generally willing to improve the buildings or to erect new ones, the chief hindrance being, as I have already observed, the difficulty of procuring a site. It is a point of great importance how far and under what circumstances such premises should be regarded as unfit for the reception of apprentices. Premises,
&c.

The rigorous application of a Procrustean rule would have excluded some schools in which the most complete education has been given to the children and the best apprentices have been trained.

I wish to record my strong opinion that the stoves of all kinds now used in the schools of my district are inferior to ordinary fireplaces. It may be true that a room is heated at less expense by some kinds of stoves; but I never yet found that the air was so pure, and the general temperature so satisfactory, as with open firegrates. The fault may, of course, be in the management of stoves, but the fact is, that the air is generally dried up or filled with noxious vapours. Long experience has painfully convinced me that a school heated by stoves is generally unwholesome, and oppressive to the faculties of body and mind. Furniture.

I have frequently to complain that while the reading-books for the older children are interesting and instructive, those placed in the hands of the younger ones are ill adapted to their state of mind. Teachers and parents like to see the children read difficult books; and even when the books are suitable, there is seldom a sufficient variety. This is a point to which the attention of managers should be specially directed. Books.

The advantage of supplying school children with books at a cheap rate cannot be estimated too highly. It has been my practice for some years to inquire what books are actually possessed by boys and girls in the first classes of schools. It may surprise many who dwell upon the deficiencies of popular education to hear that in taking a first class of 25 children between 10 and 13 years of age, upon an average one-half have a dictionary, one-third a history of England, geography, and grammar, nearly all either "Robinson Crusoe," the "Pilgrim's

Progress," or some books of travels, voyages, or amusing information. They have, with scarcely an exception, a Bible, prayer-book, and hymn-book, while many have "Nicholls' Help," or other books illustrating or explaining Holy Scripture.

I have also found that school libraries are much valued, and largely used by the most intelligent children.

CHARACTER OF SCHOLARS' ATTENDANCE, ATTAINMENTS, &c.

Attendance.

The age of the children and the length of time during which they remain at school correspond very nearly with the returns of last year. Speaking broadly, fifty per cent. have been in school less than one year, a proportion coinciding very nearly with that of children under eight years of age; about fifteen per cent. have remained under instruction in one school three years and upwards; about the same number are above eleven years of age. Considering that this statement includes *infants' schools*, nearly one-third of the whole, I cannot look on the result as entirely unsatisfactory. It must also be borne in mind that very many of these children are removed from school to school. I have frequently found that three-fourths, at least, of the boys in the upper division of a school have been under instruction from the age of three or four, while the statistical returns represented an average of less than two years for the same classes. Statistical facts, valuable as they are, lead to most fallacious conclusions, unless all the circumstances which modify them are taken into account.

Attainments.

With respect to the attainments of the children, I must enter my protest against the statements so frequently made as to their superficial and unpractical character.

It is true that in the best schools it would be extremely easy so to conduct an examination as to elicit a large amount of real ignorance and an abundance of amusing misconceptions or blunders. The children, after all, are young, with great disadvantages of domestic training, and little able to express their half-developed thoughts with any degree of correctness. But with patience, some ingenuity, and much care in ascertaining what they really have acquired, results to which I attach very great importance may be brought out and thoroughly tested.

During many years I have adopted the following plan:—

All the children who can write with tolerable fluency—that is always one large class, frequently three, or even four—are provided with a sheet of foolscap paper, on which the name, age, length of time, and actual number of days' attendance within the last year are written previously, and attested by the teacher.

On this paper the children write passages from dictation selected by myself, work sums, and answer questions on various subjects.

In good schools, the results show that very many spell correctly, write neatly, work the higher rules, including fractions and decimals, with tolerable readiness; and sometimes express themselves in pretty good English.

I do not think that such exercises, performed by boys whose age upon the average does not exceed eleven years, are unsatisfactory. The fact may be tested any day in a good National school.

My opinion as to the fluency and correctness of the reading in most good schools, the general intelligence and love of information in the boys, and the skill with which some teachers lead them to think and judge in matters not beyond their age, natural capacity, and the wants of their station, is upon the whole favourable. No one is more fully aware than I am that much remains to be done; but the progress made within the last few years is really so considerable, that the dissatisfaction expressed by some influential persons is hardly to be accounted for, excepting by very exaggerated notions as to what may be reasonably expected from the children of labourers, during the short and frequently-interrupted period of their attendance at an elementary school.

EFFICIENCY OF TEACHERS.

The number of certificated teachers continues to increase. Efficiency of teachers. At present 317 are at work in this district. They are assisted by 1,074 pupil-teachers. In fact, there are now scarcely any schools, excepting those for infants, which are conducted by uncertificated masters or mistresses. Of the efficiency of the greater number I can speak in terms of well-merited commendation. I have especial pleasure in stating the fact, that several teachers have remained many years in the schools to which they were originally appointed; and that in no instance neither I or my colleagues have felt any difficulty in recommending promotion to a higher class, at the expiration of the appointed period. I am bound to state, that I am more fully convinced every year, that the best possible training and the most extensive attainments, do not put the young teachers on a par with those who, to good original ability and a fair education, add the advantages of long experience in school work. A young teacher often equals or excels his elders in the art of giving a collective lesson, and sometimes in the ingenious application of novel methods; but the main points on which the efficiency of a school depends are learned

only by daily practice. The equable progress of all classes—the management of individual character—the due apportionment of labour and time—and the effective organization of each division in a large school, can only be secured by a certain tact—by a judicious combination of firmness in principles, and pliability in their adaptation, which rarely characterise the most promising of our young teachers. I am quite convinced that the education of the country will not be raised to a satisfactory standard until most of the young men and women trained in our normal colleges go out in the first instance as assistants in large schools, or as teachers in small schools, under the superintendence of judicious managers. The success with which a certain number of these young persons have conducted large schools in my district, by no means shakes this conviction. The pressure upon their mind is too much for them, the responsibility of forming the character is too weighty; and measures, such as those lately adopted in your Lordships' Minutes, which may induce them to seek less important appointments on leaving college, will undoubtedly effect much good.

METHODS.

Methods.

The most prevalent and characteristic fault of methods now in general use is waste of time. I have calculated in schools, bearing no low character for efficiency, that *one-third* of the time nominally allotted to teaching is either lost or occupied with mechanical details, partly superfluous, partly detrimental to the general progress of school-work. Of all points, that which I would impress strongly upon teachers and superintendents is this, watch your assistants closely; see that no child is left without something to do, count the minutes spent in giving out books, changing places; &c.; do not rest until you have ascertained the minimum of time required for every kind of work, and let the children and the pupil-teachers learn from your example that every minute has its own duty, and once lost, can never be retrieved.

As to the merit of different methods, I concur with those who believe that while the system of collective and simultaneous lessons has conduced greatly to the general development of intelligence in children, the benefits are in very many, perhaps in the majority of instances, counterbalanced by the inaccuracy of the knowledge thus acquired, and by the artificial character of the results. If simultaneous lessons are thoroughly tested by searching individual examination, and in the case of elder children by written reproduction of the subject-matter, they are free from these objections, and are to be

regarded as a highly effectual instrumentality in the hands of an able teacher. As they are given in many schools they are little better than a mere waste of labour and time. Good class-teaching may be made to combine many of the advantages both of individual and simultaneous lessons, while it requires less physical exertion, produces results easily tested, and secures to each child a fair proportion of the teacher's attention. At the training colleges which I have visited this year the collective lessons are generally given to a small number of children in the same stage of mental development, and are therefore free from the objectionable tendencies which I have described.

I have the honor to be, &c.

F. C. COOK.

To the Right Honorable

The Lords of the Committee of Council on Education.

Rev. J. G. C. FUSSELL'S REPORT *on the CHURCH OF ENGLAND SCHOOLS inspected by him in the County of MIDDLESEX, in the Year 1858.*

MY LORDS,

26 January 1859.

FOR the first time since my appointment to the district in 1852, all the schools to which annual grants are conditionally due, have been visited, and reports made upon them during the past year. Of those which are cases of simple inspection a considerable proportion have received visits from my colleagues, the Rev. W. Campbell and the Rev. J. D. Glennie, jun.; and Mr. Campbell's assistance will enable me shortly to complete the list.

In the course of the past year I have been able, in addition to my other official duties, to inspect 189 schools, under separate teachers, at the examination of which 22,785 children were present.

Of their condition and progress, I shall have to speak presently. I propose, in the first place, to offer a few remarks on the buildings and premises.

BUILDINGS AND PREMISES.

Gradual progress continues to be made in this respect. New buildings have been completed, or are in course of completion in the following cases:—

Lisson Grove, St. Paul's, Bentinck,
All Saints', Gordon Square,
Notting Hill, St. Peter's,
St. Pancras, St. John the Evangelist's,
Old Street Road, St. Mark's,

St. Pancras, Woburn, Episcopal,
Bloomsbury, St. George the Martyr's,
(Boys'),
All Saints', Stonebridge,
Baldwin's Gardens (Infants');

and at the date of this report other important improvements are in progress. For the most part these new premises fulfil the desired conditions of efficiency both in their structure and fittings. This is not, however, invariably so. The two last-mentioned cases are instances in point. In the former, amongst other imperfections noticed in my report, the provision for ventilation in the girls' school was wholly inadequate, and in the boys' class-room, where the windows furnished the only provision for the admission of air, their fastenings were of such a construction, and so entirely out of reach, as to render it painfully evident that the windows would often remain closed, when due regard for the health of the occupants would

require them to be opened. In the latter case (Baldwin's Gardens, Infants') where an old infants' school, whose site was required for the erection of a new church, had been replaced by one built at the expense of the founder, not only had the dimensions of the building itself and its fittings been arranged with the slightest possible regard for the purposes which they were to serve, but the offices were dark, insufficient, without ventilation, and with no provision for the separation of the sexes or for any decent seclusion.

Such a state of things could only have existed through some inexplicable misunderstanding, for the liberality of the founder is well known, and the arrangements in other respects were in accordance therewith, and included an excellent covered playground. My visit took place immediately after the school had been handed over to the managers as complete, and they at once undertook to do all in their power to remedy the defects which I have described. It cannot, however, be too strongly impressed upon all who are interested in the erection of school-buildings that the surest precaution against future disappointment and expense is to consult persons really experienced in school work, not only before a single stone is laid, but before a single plan is approved.

Those only who have thought much and deeply on the subject are capable of dealing efficiently with the almost endless variety of conditions which present themselves whenever new school buildings are to be erected. The shape and dimensions of the site, the probable number and age of the children to be provided for, the influence of adjoining buildings upon the free admission of light and air, the circumstances of the neighbourhood, proximity to or remoteness from a frequented thoroughfare or noisy trades, how the separate entrances for boys, girls, and infants may most judiciously be arranged; all these and very many other considerations, too often wholly overlooked or treated as matters of inferior moment, are in truth of vital importance.

Experience and considerable fertility of resource are necessary for the successful treatment of each particular case, and it is upon the prudent forecasting of these apparently insignificant elements of success that the prosperity of a set of schools will after all be found largely to depend.

The extent of school accommodation in the district has been increased by improvements, more or less considerable, in already existing buildings, by enlargement, by the addition of class-rooms and otherwise. Many, however, are still to be found in which improvement is desirable. In some few of these, the high price at which alone the necessary additional ground could be procured amounts almost to a prohibition; in

others it may admit of some doubt whether the advantage to be gained is commensurate with the required outlay, but in the majority of cases this is not so.

The capitation grant makes itself increasingly felt, enabling the managers in many cases to undertake improvements which they have long and anxiously desired to accomplish. One class of improvements is loudly called for in some of our infant schools. Many years ago it was the fashion to place in each a single gallery, capable of accommodating 150, 200, or even 300 children. In several instances satisfactory alterations have from time to time been made, but not a few of these hindrances to education still remain. To most teachers their use is a physical impossibility; it is scarcely an exaggeration to say that none can use them with impunity. Pupil-teachers are seriously and permanently injured by them; the voice is unduly strained long before it has reached maturity. This, however, is not the only disadvantage. An arrangement of this kind is fatal to the due organization of the children. Instead of classifying them according to their ages and capabilities, the whole mass is assembled on this vast gallery, and the baby of two or three years old is constrained to be the unintelligent and suffering auditor of the collective lessons received by the elder infant of four, or five, or six years. Happily, the remedy is not far to seek. Cut the monster gallery down to one-half or one-third of its present size. If the dimensions of the room admit of it, construct two such reduced galleries, and place them at opposite ends of the room, in such a way as that by the aid of a tolerably large curtain the children on one may be sheltered from the gaze of those on the other. And if by good fortune a class-room exists, or can be provided, place there, too, a small gallery for the babies, capable of holding from 20 to 40, as the case may require.

As striking examples of this evil I have been referring to I may cite:—St. George's-in-the-East St. Mary's, Marylebone Eastern, Stepney St. Thomas, and Marylebone Christ's Chapel, although in this latter case it is to a great extent concealed by the remarkable zeal and energy of the master. I can scarcely add Bloomsbury St. George's to the list, as the managers are about to effect alterations similar to those which I have suggested above.

FURNITURE AND BOOKS.

The general character of the books and of the school furniture is not unsatisfactory, either as regards quantity or quality. In many instances, however, sufficient care is not exercised in adapting the books to the different classes, and the fault is almost invariably on the worst side. Books for

TABLES showing RESULTS of INSPECTION, for Year ended 31 August 1956

* * * * * figures are not to be taken as complete accounts of each Augustin's District, being those of actual inspection only. Between 1 September 1917 and 21 August 1918.

[illegible]

example that would be suited to the third or even the second class are sometimes found in the hands of the fourth class. It is apparent at a glance how seriously this must injure the child; not merely retarding his progress in reading, but chilling and deadening his sympathies, and tending to make his school life a wretched drudgery, unrelieved by hope and destructive of intelligence. Maps, too, which, from age and long service, have pretty well survived their period of usefulness, are too often made to do duty for "one year more," when they ought at once to be discarded. Nor is it sufficiently considered, in replacing them, that improvements are continually being made in this as well as in other descriptions of school apparatus. And it is not undeserving of notice that a better supply of cupboards and other means of preserving the books and apparatus in good condition and in readiness for use would eventually prove a source of economy.

FINANCE.

Several cases have arisen during the past year in which no capitation grant has been claimed, or if claimed it has been refused, solely because the school income was already in excess of the expenditure. This, however, is by no means common. Usually attention and management are required in order to keep the list of voluntary subscriptions sufficiently full for the exigencies of the year, and it is undoubtedly true that in very many cases the funds are raised with yearly increasing difficulty in consequence of the very limited contributions received from non-resident owners of property. In the Eastern districts of London this difficulty assumes truly formidable dimensions. Parishes which were formerly inhabited by large numbers of opulent residents may now almost be said to be deserted by them. Here the capitation grant is excellently bestowed; indeed, it is a positive blessing.

So far as can be ascertained, the proportions which the different sources of income bear towards each other have not undergone any considerable modification. Last year they were calculated on 133 annual grant cases; this year on 182.

The per-centages are as follow:—

Sources of Income.	Per cent. 1857.	Per cent. 1858.
Endowment	6.77	6.84
Voluntary contributions	46.83	46.21
School payments	29.71	31.63
Other sources	16.69	15.92
Total	100	100

The greatest variation is in the school-pence, which have increased 1·32 per cent., and now constitute very nearly one-third of the total income.

In many schools, the teacher's salary is made partly to depend upon the amount derived from this source of income. He receives half of the school-pence, whatever the amount may be, together with such a fixed payment as will, when added to the sum they are estimated to yield, produce the total salary required.

The plan is a good one, it works fairly for both teacher and managers, and gives them a joint interest in the prosperity of the school. At the same time, as the teacher's share of the school-pence rarely amounts to one-third of his salary, his income is far from being precarious, and he does not suffer any excessive temptation to yield to the whims and caprices of his scholars.

In one or two instances which have come under my notice, the principle is, I think, pushed to an undue extreme, by making the master wholly, or all but wholly, dependent on the school-pence. I grant that the stimulus to exertion is great, and that the teacher's income will, in all probability, receive an immediate and possibly a permanent increase; but so far as my observation has extended, I am not inclined to augur favourably of the ultimate result upon the education of the children. In the present position of elementary education, I think it extremely undesirable that managers should abdicate any of their functions. It seems to me quite indispensable that they should continue to contribute to the work all that energy and interest and influence which have hitherto borne such important fruit.

This would never, I think, long be the case, if they were to adopt a system of thus farming out their schools.

Nor is this the only disadvantage. Under such a system, the teacher's own position runs serious risk of being compromised. The parents of his scholars, I might almost say the scholars themselves, hold a most undesirable influence over him. He *must* please them, or forfeit their favour, and *pro tanto* forfeit his own salary. The evils of such a state of things are obvious. It has a direct tendency to lessen the teacher's independence of interested motives, to weaken the bonds of discipline, and by a process more or less gradual, but I think sure, to deteriorate the character of the school, and the quality of the education which it affords. To this extent at least it would, I cannot doubt, tend to introduce into our schools those bad points which are so invariably found in the small private schools.

CHARACTER OF SCHOLARS.

In the schools which I have inspected, I do not think that the social rank of the scholars has undergone any serious change. Character of scholars.

The number of entirely free schools diminishes yearly, but for the most part the old scholars continue their attendance; the only difference being that they pay a small weekly fee, as elsewhere.

The effect has in some instances been very beneficial, especially in some of the clothed schools, where the managers have at the same time modernised the dress, and discontinued the use of badges. Children of a higher class have at once come in, and their presence has certainly improved the general tone, and increased the general intelligence.

ATTAINMENTS.

My remarks of last year still apply. The reading though in some schools decidedly good, judging even by a high standard, is not by any means what it should be generally. Attainments. Reading.

Two things are essentially needed; an improvement in the reading of the teachers and pupil-teachers themselves, and a very far stricter attention to the quality of the reading in the lower classes. The evil commences with the learning of the alphabet. The great object seems to be to carry the child rapidly through this, and provided he knows the letters, and can point them out with tolerable accuracy, little care is taken to insist upon their being clearly articulated or properly pronounced. As the child rises in the school, the same influences attend him. The vowels, the liquids, and the final consonants are allowed almost to take their chance. In fact, the importance of distinct enunciation as the foundation of intelligible reading is constantly overlooked.

The writing suffers extensively from a somewhat similar cause. Too little time is spent on elementary instruction. Children in the lower classes are set to write a running hand without ever having learnt to form their letters properly. Writing.

Mental arithmetic should be much more attended to. I do not refer so much to that branch of it which consists in rapid computation by means of technical rules and expedients, as to that which connects itself directly with the mental training of the whole school. The former is useful in its place, viz., in the upper classes, preparing the children for those actual calculations of every-day life, in which many, if not most of them, will subsequently find their account. The latter may be extended to almost the lowest class, care being taken Mental arithmetic.

properly to adapt the exercises to the capacity of the children. As it is frequently used, however, it is almost worthless. Its true value depends upon the combination of several links in one chain. A question which involves but one arithmetical process, in whatever rule, effects little or no good. Each question should comprise several steps, *e. g.* Add 17 to 18, double the result, take away 4, divide by 11, multiply by 12, call the product pence, what is the amount? Or again, find the number of farthings in $7\frac{1}{4}d.$, add 22, divide by 17, take away 2, multiply by 1,649, what is the answer?

The children should be made to hold out their hands as fast as they have mastered each step, but no answer should be permitted until the final result has been reached.

Exercises of this description admit of endless variety; they exercise the ingenuity and strengthen the memory, and are invariably popular with the children, when they are worked with animation and intelligence.

The importance of these elementary subjects is so great that they can never be too much insisted on. In future one of the conditions upon which the raising of a teacher's certificate will at its periodical revision mainly depend, will be that they shall have been well and evenly taught throughout his school. Such a condition cannot fail to stimulate their successful prosecution.

Dictation.

Dictation continues to be, on the whole, fairly taught. The exercise is performed on paper by the first class of every tolerably good school, by the second in most, and in some by the third class.

Spelling.

As a means of teaching spelling, though very valuable, it is, I am convinced, far too exclusively relied on. This has been recognized in many instances, and I almost invariably find that where the old system of syllabic spelling, as a class lesson, has been judiciously restored, a marked improvement has taken place.

Grammar.

On the other subjects of school-work I have little to add to my remarks of last year. Some advance is perceptible in the pupil-teachers' knowledge of grammar, but their composition, as well as that of the children, requires much improvement. For this purpose direct exercises in composition, alternately, perhaps, with ordinary exercises in dictation, are necessary, as well as learning by heart considerable portions of the best authors, both in prose and poetry. I should also be glad to see more encouragement given to the committing to memory of several consecutive chapters of Holy Scripture, and of those prophecies which are most directly connected with the Gospel.

Composition.

Portions of Holy Scripture should be committed to memory.

I am still unable to report upon the needlework as favourably as I could wish. I admit that in many of the metropolitan schools there are special difficulties in the way. There is often little or no opportunity for that kindly personal interest and influence which is exercised in so many country schools, or even in some schools in the richer quarters of the town. But after all, we are not without our advantages; and be that as it may, difficulties are not to be yielded to, but to be overcome. A great point is to improve the needlework of the pupil-teachers. For several months past I have adopted a plan which promises well for success. The female pupil-teachers bring with them to the collective examination certified specimens of their needlework, which are examined on the spot by an experienced sempstress, who assigns to each such a mark as she considers the work deserves. I adopt these marks in my report to your Lordships. Both the pupil-teachers and their mistresses feel great interest in the result of this examination, and I have no doubt of its leading to a decided improvement in the needlework generally.

NIGHT SCHOOLS.

There are at present but few night schools in the district which avail themselves of your Lordships' aid. I have inspected, during the past year, those in connexion with the schools of—

Charterhouse, St. Thomas', Goswell Street.

Golden Lane.

Pimlico, St. Peter's.

Chelsea, St. Saviour's.

The work accomplished in the two first-named institutions is of a most extensive and important character. They comprise in each locality separate schools for youths and adults of both sexes, or in the whole eight departments. The total number of pupils present at my inspection was 418—males, 208; females, 210. The female department in Golden Lane and the male department in Goswell Street are especially successful. The staff of teachers is unusually large, and the scientific apparatus, towards the purchase of which a grant was made, is regularly used, and the whole is conducted with remarkable skill and energy. A reading-room forms part of the institution. A grant in aid of enlarging it would be well bestowed.

The night schools at Pimlico St. Peter's, and Chelsea St. Saviour's, are small. The former is in two departments, under well-qualified teachers. The progress made by the

adults is very good, and the range of subjects is extensive. The numbers in attendance were, at Pimlico St. Peter's, 35; at Chelsea St. Saviour's, 28. Important night schools are now contemplated in connection with Enfield Lock (Government), and with Christ's Church, St. George's-in-the-East.

INDUSTRIAL SCHOOLS.

Industrial
schools.

During the past year I have visited the following industrial schools:—

Mortimer Street, St. Andrew's.
Burlington, St. James'.
Holborn, St. Andrew's.

Christ's Church, St. Pancras.
Highgate.
Hanwell.

The object of the four first of these establishments is to train and educate girls of the poorer classes while young, and fit them to become good and useful servants. In all they are more or less taught washing, ironing, cooking, and household work; but at the first and fourth, cooking is made more especially the subject of instruction.

At the Mortimer Street school there are 20 industrial scholars, all of whom attend the day school in rotation. The accounts are very carefully kept by an order and day book, and are transferred to a ledger. Weekly instruction in baking is given to all.

Four are taken in rotation every week for washing and ironing; four more to act as kitchenmaid, scullerymaid, housemaid, and waitress. The whole is under the charge of a matron and schoolmistress. The industrial instruction is thoroughly practical, and the girls really learn their work.

The Burlington St. James' school receives sixty-eight girls, who are inmates of the house, and are trained for domestic service. They serve in turn in the different departments; two in the kitchen, five in the laundry, and twenty-three in house work; under the direction of Miss Rowlatt, an assistant, and one general servant. Miss Emma Rowlatt is wholly employed in the school-room.

Holborn, St. Andrew's, Hatton Garden, is one of the old parochial schools. There are twenty-four girls boarded and lodged here from the age of twelve to fourteen. All vacancies are filled up from the children attending the school, taken in the order of their ages. The boarders are instructed in general household work, cooking, and laundry work.

Of the Christ's Church, St. Pancras, cooking school I spoke last year. A manager, matron, cook, and three boarders now live on the premises, and a class of six girls attend from the

day school. A few pupils also attend for weekly lessons. The establishment is not yet self-supporting; but Mr. and Mrs. Lushington, the chief promoters of this very interesting undertaking, are of opinion that it is gradually becoming so. What is really wanted is a combination of the neighbouring schools to send their oldest pupils here for instruction. The demand for well-trained girls is large. In some weeks, as many as twenty or thirty applications have been made.

The industrial school at Highgate consists of two departments, for boys and for girls. In addition to my ordinary visit of inspection last spring, I visited them specially in July last, and made a minute examination of all the details of the boys' department, in company with an able and experienced bailiff, who has long been employed upon an extensive property in the neighbourhood of London, and is thoroughly conversant with garden cultivation. The general result was favourable, although greater neatness, and a somewhat better assortment of crops in some of the gardens appeared desirable. This may possibly be accounted for, in part, by the fact that, in consequence of a change of teachers, the boys had for some time previous been receiving instruction from a gardener instead of from their schoolmaster.

In the female department, twelve resident girls, and a certain number of the ordinary day scholars, are regularly instructed in cooking, baking, the care of a dairy, laundry work, and housework. The resident girls are taught to cut out and make their own dresses. The ordinary cooking consists of plain joints, stews, soups, &c. As a means of further instruction, and to encourage a kindly feeling, the girls make puddings and beef-tea weekly, for distribution to the sick poor through the district visitors. During the year about 480 dinners have been thus provided. The girls are admitted at the age of from 12 to 14, and remain until they are 17. During their last year they practise chiefly that kind of work which they prefer, or for which they are best fitted. The charge per annum for each girl is 14*l.*, or 15*l.* if she do not belong to the parish. A further sum of 3*l.* is charged for clothing, when provided. The cost of food per head, during the past year, has been 10*l.* 10*s.* 7½*d.*, on an average, number of fourteen persons; the cost of clothing per head, 3*l.* 19*s.* 10*s.*, the number clothed being six.

The Hanwell Industrial School is for boys, but the gardens have not yet been brought into full cultivation. There are no manure tanks. The poverty of the soil and other circumstances render their construction desirable. Pigsties also should be provided.

34 *Church of England Schools inspected in Middlesex.*

I trust to be able in my next report to lay before your Lordships such detailed information respecting the industrial schools of the district as will furnish data for a satisfactory judgment upon the measure both of their commercial and educational success.

I have the honor to be, &c.

JAMES G. C. FUSSELL.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1858, by Her Majesty's
Inspector of Schools, the Rev. J. H. W. BELLAIRS, M.A., &c.,
on the CHURCH OF ENGLAND SCHOOLS inspected in the
Counties of GLOUCESTER, OXFORD, WARWICK, WORCESTER,
HEREFORD, and MONMOUTH.

MY LORDS,

EFFICIENCY OF TEACHERS.

ON this subject I would make a few remarks:—1st, on certificated and trained teachers; 2ndly, on those untrained and uncertificated.

In respect of the first, while gladly availing myself of this opportunity of expressing my full conviction of the important services they are rendering to the cause of elementary education from their improved skill and attainments. I would venture to express a doubt, whether some slight modification in their training might not render them even more efficient than they are. At present, with certain exceptions, the young certificated teachers from the training colleges, fail in communicating knowledge to their pupils from an imperfect understanding of their own language. This strikes me as a fundamental evil,—one which cannot be compensated for by any amount of attainments in higher mathematics or in other subjects. On this ground I would urge the importance of insisting upon such an amount of study in language as shall not only secure the present amount of knowledge in the structure of sentences, but teach the students the value and power of words.

My own impression is that there are but a very few of the students in our training colleges who could take a given passage from one of our classical authors and give to the principal words used by the writer the exact force which they bear in relation to the context. In default of some better plan, I would suggest, that a remedy for this evil should be applied from the first entrance on apprenticeship. Year by year, the pupil-teacher might be examined very searchingly in his knowledge of words and phrases, in a portion of some given text-books. Paraphrasing would not meet the difficulty, inasmuch as the real difficulties of a passage may in it be cunningly evaded, but paraphrasing might very properly be

insisted upon. In addition to this, a book of synonyms might be learnt, which would assist in giving that copiousness of language which is almost as essential for teaching as a precise knowledge of words.

I am also of opinion that a considerable improvement might be made in the attainments of our teachers if the list of subjects for examination was more limited than it is. There is at present an immense amount of *cram* in many of the subjects taken up. Fewer subjects, thoroughly exhausted by the candidates would tend to produce a more able race of teachers. On this head, I have frequently felt when inspecting a school under a highly certificated master, that he was deficient in power over the simple subjects taught in his school. I can see no reason why these simple subjects should not be made, in the hands of competent professors at the training colleges, quite as conducive to giving mental power and discipline to the students as higher subjects. If this be the case, the desirableness of making use of them for this purpose is, I think, apparent; inasmuch, as by them, not only would the necessary power and discipline be effected, but useful matter for future teaching given, which can scarcely be said of some of the higher subjects now required.

There is another point bearing upon this question, which I think worth consideration, viz., this, if our teachers are mentally trained, by means of studies which are not taught in our elementary schools, to a point not higher than might be reached by studies which are taught there, not only will such studies be useless to them as knowledge in their schools, but inasmuch as they will have a marketable value in other employments, they will have the effect of drawing off some of our ablest teachers from our *elementary* schools, which I suspect has been the case to some extent; and in this way the Parliamentary grant will find its way into channels for which it was not intended.

Of untrained and uncertificated teachers, the majority of those employed in my district are deficient in those attainments and that skill without which a good school is impossible. There are, however, some who, with good natural abilities and great diligence, compensate in some respects for the want of training, and who have very fair schools; for these I hope the registrations may be continued. The age, experience, earnestness of purpose, and general weight of character of some of this class is of more importance in many places than higher attainments in skill and knowledge with youth and inexperience.

Before quitting the subject of teachers, I would express an opinion that in many instances the *lower classes* in schools are

not sufficiently taught. The late Minute of July 1858, while providing for a better system of teaching in the upper classes in schools, will not at all improve the teaching in the lower classes, and it is in the lower classes where the greatest inefficiency exists, and which it is most difficult to supply. Under the old monitorial system, with all its defects, there were certain advantages from the way in which the monitors were brought in contact with the junior classes. In the schools of that day the great imperfection was the inability of the little monitors to teach the upper classes, *e.g.*, the second and third in the large schools. The present defect is the absence of monitors in sufficient numbers to teach individually the children in the lower classes. In a school with 120 children, the allowance under existing Minutes is one head and three pupil teachers, giving an average of thirty scholars to each. This number is somewhat reduced where a school has gained Queen's scholarships, and under the recent Minute there is also some modification of this rule. But under any circumstances the numbers under each teacher will not be much less than thirty. Now, to place a class of thirty children, almost infants, under a pupil-teacher of some fifteen years of age is, to say the least, placing them in a very disadvantageous position, in which their progress will be very slow and very uncertain. Such in effect is the case. There are many schools in my district in other respects good, in which the junior classes are not as well taught as they ought to be. On this ground I would submit, whether the capitation grant might not be devoted to the payment of stipendiary monitors for the junior classes; a small weekly payment, with a little extra instruction daily, which might be given along with the pupil-teachers, and an understanding that the pupil-teachers would, as a rule, be selected from these monitors would, I think, satisfy the parents, and prevent loss to the monitors. In addition to other advantages in such a plan, each school would be training up its own staff of pupil-teachers, and the capitation grants would fall into a more legitimate channel, according to the principles on which Government aid was originally granted. In regard to the condition of small schools in poor districts, a subject which seems to fall under the division on which I am speaking, your Lordships' late Minute of July 1858, extending the capitation grant generally to schools under mistresses, and facilitating the means of providing teachers at moderate incomes, will, I feel sure, produce very beneficial effects, and extend the operations of the Committee of Council very considerably in my district.

Music receives special encouragement from your Lordships

neither in the general Christmas examination for certificates nor in the schools. If this were the case with all subjects, nothing, of course, could be said; but there is a subject more similar in its general character to music than any other of those taught in our schools which receives more than common encouragement at your Lordships' hands; viz. drawing, to which extraordinary grants are made, under the Minute of 24 February 1857. Assuming that these grants are made upon the strict principles by which the distribution of the Parliamentary grant is determined, I would venture to submit that, as an element of primary education for the poor, music is entitled to as much encouragement as drawing. If the matter may be treated on other than these strict principles, I would venture to assert that a teacher well instructed in instrumental music can command a higher salary in the market *cæteris paribus* than one well instructed in drawing, showing, at all events, that the public would appreciate any extraordinary encouragement of music higher than they do that of drawing. Without speaking of the effect of the present regulations in respect of drawing upon the general subjects taught, it certainly has the effect of discouraging the study of music, inasmuch as by it the students are tempted to select that which pays best, and are led to believe that your Lordships esteem the one as of far more importance than the other.

I beg to forward a plan for heating and ventilation, which I have tried with success, and which from its simple and in expensive nature might be generally adopted in default of a better in our schools. The common plan of opening a hole through the roof, under the idea that the heated, foul air will force its way through the volume of condensed air into the external atmosphere, is an utter failure. A very common mode of dealing with these apertures is to paste them over with paper to prevent the cold air from passing into the room in dangerous draughts about the head, which of course it does when they are open. Much the same may be said of the holes or cracks in the floor, which are invariably closed, in order to get rid of the cold draughts about the feet.

I have the honor to be, &c.

H. W. BELLAIRS.

To the Right Honorable
The Lords of the Committee of Council on Education.

CEILING.

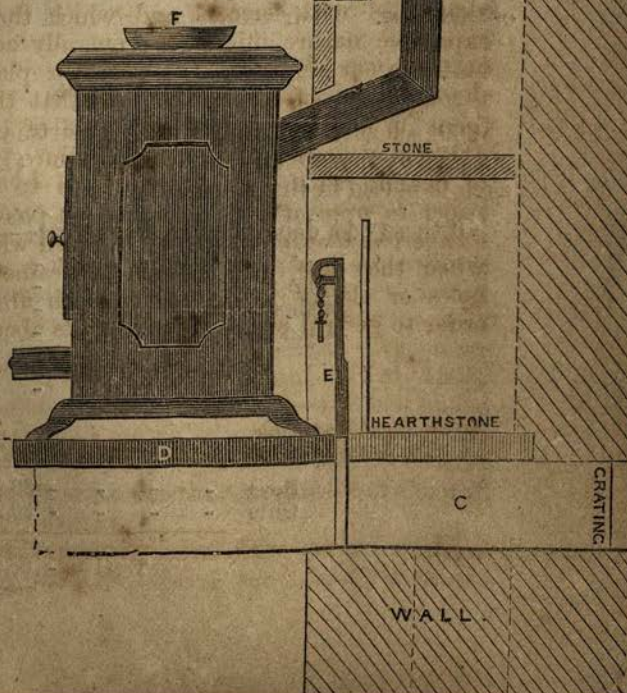
REFERENCE TO LETTERS.

- A. Perforated Shield through which foul air escapes.
- B. Flue through which smoke ascends.
- C. Aperture through which fresh air enters.
- D. Grating.
- E. Damper.
- F. Vessel for Water.
- G. Brick flue used for ventilation.

EXPLANATION OF DIAGRAM.

The foul air ascends and passes through the perforated shield A into the brick-flue G. Its place is supplied by the pure atmospheric air admitted through the aperture C in the lower part of the wall, which ascending through the grating D passes round the stove and so becomes warmed before its dispersion through the room. The amount of external air admitted is regulated by a damper E placed over the aperture: F is a vessel filled with water to restore the moisture taken away by evaporation.

In making calculations as to ventilation, it should be borne in mind that each child requires about 6 cubic feet of air per minute, and that in a flue, moderately warmed for ventilating purposes, it is not well to calculate on a greater velocity than about 5 feet per second. If 100 children, therefore, vitiate 600 cubic feet per minute, or 10 feet per second, the area of the ventilating flue should be about 2 superficial feet, to allow the 10 feet per second to pass away, *i. e.* the flue should be about 24 inches by 12 inches.



GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, the Rev. F. WATKINS, B.D., &c., on the CHURCH OF ENGLAND SCHOOLS inspected in the County of YORK.

MY LORDS,

General remarks.

IN this fourteenth report on the state of Church schools in Yorkshire I have to point out a great increase in the work of inspection ; not due so much to myself as to my colleagues, by whose energy and devotion to their duties I am enabled to report not only that the whole business of my own district has been done, and all the schools—both those receiving annual grants and those visited for other purposes—duly inspected, but that assistance has been given to another district where the work was too heavy for the inspectoral staff employed in it.

The number of schools inspected this year is 609 ; last year it was 480.

The number of departments this year 844, against 640 last year.

At the same time I have to report a much smaller number than usual of new schools placed on my list within the official year. Their names are given in the Appendix.

WORK DONE.

Work done. 609 schools, containing 844 departments, have been inspected by myself and my colleagues. (The separate work of each is placed in the Appendix.)

Of these 844 departments there were—

Boys'	-	-	-	-	-	160
Girls'	-	-	-	-	-	156
Infants'	-	-	-	-	-	145
Mixed	-	-	-	-	-	383
Total						844

There were present at the examination of these schools—

Boys	-	-	-	-	38,237
Girls	-	-	-	-	30,273
Total					68,510

418 certified teachers and 1,025 pupil-teachers were at work in them ; and 10 assistant teachers, only three of whom presented themselves for examination in a special subject. 14 collective examinations of assistant teachers, pupil-teachers, and candidates (including one of candidates for prizes from the Northern Association of coal and iron masters in West Yorkshire), have been held in the large towns of my district. 1,246 pupil-teachers and candidates, *i.e.*, 635 males, and 611 females, were examined at these collective examinations, and 36 candidates for the prizes of the coal and iron masters.

The two training colleges for males and females belonging to the dioceses of York and Ripon have been inspected by Her Majesty's Inspectors of training colleges and myself.

The usual examinations also of candidates for certificates of merit and Queen's scholarships have been held by myself and my colleagues. The papers of our own examinations, and a portion of those of the general examinations, have also been revised by us. My share of these was 1,549.

I will make a few remarks on each of these heads.

SCHOOL CHILDREN.

The number of children present at the examination of the schools has been this year, as usual, considerably larger than the number in average attendance, being "children examined, 68,510; average attendance, 63,618." This fact shows, amongst other evidence, that children can be made to attend school, and will attend, for any special purpose ; owing, it may be, either to the greater urgency of the managers and teachers, or to the greater interest and excitement caused by the examination to the children themselves. It is well to remark this, for on turning to the general attendance of children at elementary schools, whether we look to its regularity or to its continuance, or whether we turn to that all important item of age, it is impossible even for the most sanguine persons to indulge any hope that there is improvement in these respects. With regard to the attendance, as compared with the accommodation offered in the school-rooms, the state of the case in Yorkshire is thus :—not above $61\frac{1}{2}$ per cent. of the space offered is occupied by children, whereas a few years ago it reached nearly 75 per cent. ; and in those days also the calculation of space was based on an allowance of six square feet per child, whilst now eight feet are allowed, and the schools ought to appear from this cause alone considerably fuller.

Next as to school-age. There is no improvement whatever in this respect during the last official year. As far as the

42. *Church of England Schools inspected in Yorkshire.*

evidence goes it is unfavourable, the comparison with last year is as follows :

Age.	Per-centage 1857.	Per-centage 1858.
Under Seven years :		
Annual-grant schools - - - -	35·32	36·56
Simple inspection - - - -	38·09	41·61
Mean - - - -	36·7	39·08
Under Ten years :—		
Annual-grant schools - - - -	70·42	71·97
Simple inspection - - - -	71·74	75·63
Mean - - - -	71·08	73·80
Above Ten years :—		
Annual-grant school - - - -	29·58	28·03
Simple inspection - - - -	28·26	24·37
Mean - - - -	28·92	26·20

Or, to state this important fact in other words, thirty-nine children out of every hundred, in Yorkshire elementary schools, are under seven years of age ; seventy-four nearly out of each hundred are under ten years of age ; and twenty-six only out of the hundred are above the age when a parent of the middle or upper classes begins to think of sending his boy to school, where, and at college, if intended for one of the learned professions, he is to stay for ten or eleven years.

This statement is only a little worse than that of last year, but it is worse ; and year by year it has been much the same, a little worse, since the year 1844, when I had first the honour of pointing out to your Lordships this great hindrance to national education. It seems to me now idle to expect any great improvement in this respect. Various remedies have been tried, and all with much the same amount of success. Those children who, from the condition of their parents or other peculiar circumstances, would have stayed at school longer than their contemporaries, have by these means been induced to stay a little longer. The capitation grant, the different prize-schemes, the various certificates of conduct and progress given in schools have gone thus far and no farther. But they have not touched the seat of the *disease*. They have not gone to the root of the matter. They have not affected,—if they have made more evident,—the cause of the early removal of children from school. And the cause is patent enough. It is simply the value of the child's labour, which the country must have, and for which the country pays liberally enough. Doubtless this is aided secondarily by the indifference of most of the parents to the intellectual attain-

ments and the moral training of their children, but this indifference arises from the same cause. They are indifferent to, if not averse from, anything which interferes with the payments accruing to them from the labour of their children. The problem to be solved now seems to be this:—Given that children of the working classes leave elementary schools at ten years of age, how can they be most intelligently taught and morally trained in other places of education? What can be done by evening schools, under whatever name they may be presented to our notice?

• SCHOOL-STAY.

The stay of children at school is closely connected with their *School-stay*, age in it. The following Table shows how the schools in Yorkshire are circumstanced:—

	Per-centage. 1856.	Per-centage. 1857.	Per-centage. 1858.
In school less than 1 year - - -	47·54	40·94	43·16
Who have been 1 year - - -	21·54	24·9	22·5
" 2 years - - -	13·8	14·32	15·31
" 3 years - - -	8·07	10·01	9·58
" 4 years - - -	5·03	5·55	5·37
" 5 years and upwards -	4·02	4·26	4·07

It will be seen at once that this Table gives just the same evidence as the other. It marks no great difference between this year and the last, or that preceding it, but the little change that it shows is for the worse, and not for the better. It holds out no prospect of improvement. It tells the same oft-repeated tale, that nearly nine-tenths of the children of the working classes stay at school only about three years, and are then sent out to their work in life, not because they are fitted for it, but that by actual and rough contact with it, they may be fashioned to its requirements. It is impossible, year after year, to look at this strong evidence as to certain facts and conditions of our national life without feeling some and grave doubts whether the educational system has hitherto been suited to the wants and circumstances of the nation. Has it not attempted to reach too high an intellectual standard? Has it been sound or showy? Has it been sufficiently practical?—and, above all things, Has it aimed to fit children for their work in life, for that position which must be the lot of the million, and not for that higher career which may be reached, and, in a free country like ours, is reached by one in a thousand.

PROGRESS AT SCHOOL.

Progress.

Under circumstances of such difficulty as those mentioned above—the tender age and short stay of the children at school—it seems unreasonable to expect either large or rapid progress in the subjects of instruction. But I think that under these circumstances the progress of the children is satisfactory. There is a marked improvement in this year over the last; and the improvement is in those subjects precisely where improvement, if not most needed, is at least the most important, in religious knowledge and in the three time-honoured and universal subjects, reading, writing, and arithmetic. I have composed the following Table from that part of the General Summary (No. 12) which refers to my district, and which, since the suppression of the tabulated reports, is the only means available to an inspector of ascertaining the state of his district in this respect. It shows the per-centage of schools which are returned under the three heads of good, moderate, or bad, in the usual subjects of elementary instruction.

And the return marks the difference in these respects between schools receiving annual grants, and those which are visited for simple inspection.

TABLE OF PROGRESS.

Subjects of Instruction.	1857.						1858.					
	Per-centage of Schools receiving Annual Grants.			Per-centage of Schools under Simple Inspection.			Per-centage of Schools receiving Annual Grants.			Per-centage of Schools under Simple Inspection.		
	Good.	Moderate.	Bad.	Good.	Moderate.	Bad.	Good.	Moderate.	Bad.	Good.	Moderate.	Bad.
Holy Scripture	81.	17.	1.	53.5	32.5	14.	84.5	15.	.5	54.	42.5	3.5
Catechism	73.6	22.3	4.	54.	31.5	14.5	86.5	13.	.5	64.5	34.	2.
Reading	76.	22.5	1.	61.	37.	2.	78.5	21.5	.0	50.	47.	3.
Writing	84.	15.	1.	70.	27.5	2.	86.5	13.15	.0	57.5	41.	1.5
Arithmetic	72.	24.	4.	50.5	31.5	18.	89.	10.75	.25	57.5	40.5	2.
Geography	65.	31.	4.	32.5	48.5	19.	77.5	22.	.5	37.	58.5	4.5
Grammar	50.5	42.	7.5	30.5	40.5	29.	68.5	3.25	.25	53.	61.5	5.5
History	48.5	37.5	14.	19.5	55.5	25	68.5	30.25	1.25	45.	50.	5.
Mean No.	68.9	—	4.55	46.5	—	15.4	79.9	—	.406	49.8	—	3.375

From this Table it will be seen at a glance that the number of schools (both those receiving annual grants and those under simple inspection) in a good state, has increased considerably, and of those in a bad state diminished during the last official year.

CONDUCT OF CHILDREN.

I am continually informed by clergymen and other managers of schools that they observe great improvement in the conduct

of school children, that they are more civil and docile, less coarse in language, less addicted to wanton mischief, less cruel to and careless of other animals than they were a few years ago in the same locality. I have no doubt that this is the case to a considerable extent. At the same time it cannot be denied that school impressions on such young children do not last long. The docile boy grows up into the roughish youth, and the tidy girl into the flaunting over-dressed young woman, in but too many cases; where, if the school instruction had been more complete, and the school discipline extended over other and more formative years of life, a very different result might have been obtained.

SCHOOL TEACHERS.

I am able to report a large increase of certificated teachers in my district during the last official year; an increase, from 331 in 1857 to 418 in 1858, of about 26 per cent. I rejoice in this increase; for though I am well aware that the certificated teacher, and especially the teacher with a high certificate, is not always the best manager of his school and the best practical disciplinarian in it, yet I am sure, from careful and, now, long observation on this point, that a large majority of certificated teachers are better teachers and trainers than any other body of school teachers whatever. They are better fitted intellectually for their work, have larger knowledge of method in imparting instruction, and more definite ideas of school management than the teachers of any class, whether high or low, in this kingdom. I am glad, therefore, of their increase in my district, and also of the increase, though only slight, in their salaries. The return of these salaries stands thus:—

SALARIES.

	1856.	1857.	1858.
	£ s. d.	£ s. d.	£ s. d.
Certificated Masters - -	88 12 5½	87 19 8½	89 16 6
Uncertificated Masters - -	48 14 9½	49 19 2½	50 4 3
Certificated Mistresses - -	63 9 9½	62 17 3½	67 7 8½
Uncertificated Mistresses - -	37 17 1½	32 2 3½	32 13 9
Certificated Infants' Mistresses -	65 16 9½	60 19 11½	61 11 5½
Uncertificated Infants' Mistresses	28 16 1½	31 11 7½	32 5 9½

This Table confirms what I had the honour to point out to your Lordships last year, the great pecuniary advantage which your certificate brings to the teacher. It shows that the uncertificated has little more, on an average, than half the salary of the certificated master, nearly 56 per cent.; that the certificated schoolmistress has more than double the salary of

her uncertificated sister, whose payment is only $48\frac{1}{2}$ per cent. of the payment consequent on the certificate. In the same way that the uncertificated infants' mistress has very little more than half ($52\frac{1}{2}$ per cent. nearly) of the income of the certificated. All these items plainly show the money-value of the certificate, as well as its higher value as a proof of intellectual attainment. At the same time, I must again express my regret that the average salary of certificated masters in Yorkshire does not reach a higher sum than 89*l.* 16*s.* 6*d.*, *i. e.* 1*l.* 14*s.* 7*d.* per week, or 5*s.* 9*d.* per day, a sum which has been surpassed by the daily earnings of many of the colliers now out on strike in the southern parts of the county. I do not mean to say that this salary is too small for a young inexperienced master, fresh from the training college, with little knowledge of life, and few of its cares and burdens; but it seems hard, and it is felt as a hardship by many teachers of good ability, of tried character, and of long experience, that there should be no advance in their profession, nothing to which they can look forward with hope, and but few positions in which, with hard labour and deep anxiety, they may earn sufficient means of bringing up their families in comfort, and of providing for their own declining years.

Your Lordships' Minute of August 1858, by which the certificates of teachers are revised, and raised or lowered, according to their merits as working teachers in their schools, will doubtless have a very beneficial effect, as it will both increase the credit and add to the income of deserving teachers. Partly, perhaps, in anticipation of this Minute, there have been fewer changes amongst the teachers in Yorkshire than in any previous year; and to this, as much as to any other cause, may be attributed the intellectual progress of the children observable in the same period.

PUPIL-TEACHERS.

Pupil-
teachers.

The increase of pupil-teachers during the last year has been rather greater than that of certificated teachers, the number having been raised from 801 in 1857 to 1,025 in 1858, an increase of 28 per cent. There seems, therefore, to be no deficiency in quantity of this class of teachers, but I see no reason to change my opinion as to its quality, either in intellectual attainment or moral character. It is hardly equal to what it was in the earlier years of the school apprenticeships. There are (I speak only of my own district) more frequent cases of failure in the yearly examination, and a greater number of dismissals for immoral conduct. Not that, as a body, these young people are either unintelligent or

immoral; such a condition is hardly possible, considering the examinations which they undergo, and the certificates of conduct which are required of them year by year. But I have no doubt that if we could offer a higher rate of payment for their services, and thus, amongst other advantages, draw them from a higher social position, we should have fewer disappointments from either source, and should secure a more useful, and probably more permanent material for the future teachers of this country. I have also great reason to think that, in many cases, the managers of schools take little pains to inform themselves either of the character of the households in which these young people reside, or of their conduct in school, or of their attention to religious duties, or yet of the hours during which they receive private instruction from the head teachers, or of the matter and manner of that instruction. These points, which are all of very great importance, are so treated as to be of little practical value. The signatures both of clergymen and of other managers of schools are subscribed to these documents often without any knowledge, often upon mere hearsay, often upon the sole evidence of the teacher, who, with the best intentions, can hardly be received as an impartial witness in a case so nearly touching himself. It may be said, "If this be so, and this gross dereliction of duty come under your notice as inspector, why do you not report it at once, and so put a stop to it?" My answer to this objection is very plain. Many things come to the knowledge of an inspector in an indirect, round-about way, long after the time when they might have been useful to him. There are many points of which he has a moral certainty, of which he has no legal certainty. Information is conveyed to him through private channels, upon which he could not act as a public officer without some breach of confidence. In such cases as these, he cannot act directly upon the offending parties, and sometimes cannot act at all.

I have expressed regret in some of my reports at the not inconsiderable number of pupil-teachers who, when the term of their apprenticeship has expired, have turned to other employment, and not become schoolmasters. This year several cases of such young men have come under my notice, who though employed in other occupations during the day, act as teachers in evening schools, so that their services are not lost to the work of education. Thus, indirectly, another class of teachers is formed, chiefly at the public expense, who bring to their work some experience in it, and aptitude for it, as well as that kind and amount of knowledge, which is most likely to be useful to the youths under their charge.

Ex-pupil-
teachers.

General
state.

GENERAL STATE OF THE DISTRICT.

The Rev. T. W. Sharpe states that he has inspected 195 schools, containing 272 departments. Of these he considers—

Good or very fair	-	-	-	-	61	*
Fair or moderate	-	-	-	-	159	
Very moderate or bad	-	-	-	-	52	
Total	-	-	-	-	272	

He adds, "I have selected the following village schools as worthy of especial commendation:—

Bardsey.	Leathley.	Hoyland Swaine.
Londesbro'.	Thurstonland.	Kirkburton (Girls').
Sessay.	Brantingham.	Slaithwaite.
Croft.	North Cave.	
Crayke.	Welton.	

"I subjoin a list of places where improvement has been carried out:—

Ingleton.	Carlton (in Spaith).	Halifax (Mount Pellon).
Whorlton.	Pudsey (Far Town).	
Selby.	Leeds (St. Thomas').	

"The following have made no improvement:—

Honley (Boys').	Husthwaite.	Wetherby.
Osmotherley.	Swinefleet.	Gildersome.
New Mill.	Keyingham.	Hanging Heaton.
Old Wortley (Leeds).	Holbeck (St. Matthew's).	

The Rev. R. Temple reports that he has inspected 258 departments of schools, of which were—

Boys'	-	-	-	-	42
Girls'	-	-	-	-	38
Infants	-	-	-	-	34
Mixed	-	-	-	-	144

Total - - - 258

Of these were—

	Excellent or Good.	Fair or Moderate.	Indifferent or Bad.	Total.
Boys' - -	12	20	10	42
Girls' - -	9	19	10	38
Infants' - -	9	19	6	34
Mixed - -	37	58	49	144
Total - -	67	116	75	258

He reports ten schools as *closed* at the time of his visit, some of which have been re-opened. The following have been for some time in this state:—

Dewsbury Moor.	Thornton (Bradford).
Wakefield, St. Andrew's.	Lidgett Green (Bradford).
Brockholes.	Old Wortley.

SCHOOLS IN A TOLERABLE STATE.

Doncaster, St. George's, Boys'.	Hull, Trinity, Girls'.
" " Girls'.	Leeds, Woodhouse, Boys'.
" Christ's Church, Girls'.	" " Girls'.
Huddersfield, Seed Hill, Boys'.	Sheffield, Parish Church, Boys'.
" Trinity, Boys'.	Wakefield, All Saints, Boys'.
" " Girls'.	" " Girls'.
" " Infants'.	York, "Walmgate", Boys'.
Hull, Drypool, Girls'.	

SCHOOLS IN A POOR STATE.

Hull, Drypool, Boys'.	Leeds, St. Andrew's, Girls'.
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SMALL TOWNS.

SCHOOLS IN A SATISFACTORY STATE.

Richmond Corporation, Boys'.	Ripon Cathedral, Girls'.
Ripon Cathedral, Boys'.	

SCHOOLS IN A CREDITABLE STATE.

Bedale, Girls'.	Gisbrough, Boys'.
" Infants'.	New Malton, Mixed.
Bridlington, Boys'.	Masham, Mixed.
" Girls'.	Pontefract, Girls'.
Driffield, Boys'.	Richmond, National, Boys'.

SCHOOLS IN A TOLERABLE STATE.

Bedale, Boys'.	Pocklington, Infants'.
Driffield, Girls'.	Richmond, Infants'.
High Harrogate, Mixed.	Skipton, Mixed.
Hedon, Mixed.	Tickhill, Infants'.
Pickering, Girls'.	Whithy, Boys'.
Pocklington, Mixed.	

SCHOOLS IN A POOR STATE.

Gisbrough, Girls'.	Richmond, Girls'.
Norton (Malton), Boys'.	Whitby, Girls'.
" " Girls'.	

MANUFACTURING and MINING VILLAGES.

SCHOOLS IN A SATISFACTORY STATE.

Bankfoot, Mixed.	Kildwick, Mixed.
Copley Factory, Upper, Mixed.	Queen's Head, Mixed.
Elsecar, Mixed.	Rawmarsh, Grammar.
" Infants'.	

SCHOOLS IN A CREDITABLE STATE.

Attercliffe, Boys'.	Meanwood, Mixed.
Denby Grange.	Methley, Boys'.
Farnley Ironworks, Boys'.	Seacroft, Mixed.
Kilnhurst, Mixed.	Sutton (in Kildwick), Mixed.
Kirkstall, Infants'.	Swinton, Mixed.
" St. Stephen's, Boys'.	Temple Newsam, Mixed.
" " Girls'.	Tinsley Park Colliery.
Lockwood, Boys'.	Wentworth, Park Gate, Mixed.
" Infants'.	Wombwell, Mixed.
Lowmoor, Girls'.	

SCHOOLS IN A TOLERABLE STATE.

Attercliffe, Girls'.	Manningham, Boys'.
" Infants'.	" Girls'.
Darnall.	Manston Colliery, Mixed.
Farnley Ironworks, Girls'.	Methley, Girls'.
" Infants'.	Mexbro', Girls'.
Garforth, Mixed.	Oulton, Girls'.
Knottingley, Boys'.	Swinton, Infants'.
Lowmoor, Boys'.	Tankersley, Mixed.
Lockwood, Girls'.	Wyke.

SCHOOLS IN A POOR STATE.

Copley Factory, Lower.	Rawmarsh, Infants'.
Knottingley, Girls'.	Thorpe Hesley, Mixed.
Monk Bretton, Mixed.	

AGRICULTURAL VILLAGES.

SCHOOLS IN A SATISFACTORY STATE.

Escrick, Mixed.	Roos, Infants'.
Gargrave, Boys'.	Shipton, Mixed.
Gilling, Mixed.	Sharow, Mixed.
Harewood, Mixed.	West Tanfield, Mixed.
Neswick, Girls'.	Walton, Mixed.
Newton-on-Ouse, Mixed.	Wighill.
Roos, Boys'.	Wentworth, Infants'.
" Girls'.	

SCHOOLS IN A CREDITABLE STATE.

Baldersby, Mixed.	Monk Fryston, Boys'.
Balby, Mixed.	Newton-on-Ouse, Infants'.
Barwick-in-Ehnet, Mixed.	Settingington, Mixed.
Birstwith, Mixed.	Staveley, Mixed.
Boston Spa.	Stillingfleet, Mixed.
Brampton Bierlow.	Wansford, Great, Mixed.
Cantley.	Weaverthorpe, Mixed.
Danby.	Welburn, Mixed.
Gargrave, Girls'.	Wentworth (Barrow), Boys'.
Heslington, Mixed.	" Girls'.
Kirby Fleetham, Mixed.	Wickersley, Mixed.
Kirk Smeaton, Mixed.	Wortley (Sheffield); Mixed.
Maltby, Mixed.	

SCHOOLS IN A TOLERABLE STATE.

Ackworth, Girls'.	Garton, Mixed.
Appleton Roebuck, Mixed.	" Infants'.
Askham Bryan, Mixed.	Goldsbro'.
Aston, Girls'.	Handsworth Woodhouse.
Bramley, Mixed.	Harpham.
Barnbro'.	Hatfield, Girls'.
Birdsal.	Kirby Malzeard.
Bishopthorpe.	Laughton-en-le-Morthen, Girls'.
Bolton-on-Deerne.	Old Malton.
Darfield.	Monk Fryston, Girls'.
Dringhouses.	Great Ouseburn.
Gargrave, Infants'.	Owthorne.

Schools in a Tolerable State—*continued.*

Sowerby.	Warmsworth.
Skelton.	Wansford, Great, Infants'.
Sledmere.	Weeton.
Thorganby and Cottingwith.	Whiston, Mixed.
Wadworth, Boys'.	" Infants'.
" Girls'.	Wykeham.

SCHOOLS IN POOR STATE.

Ackworth, Boys'.	Laughton-in-le-Morthen, Boys'.
Coatham.	North Stainley.
Darrington.	Thorner.
Hatfield, Boys'.	

From this list, omitting schools inspected a second time within the twelve months, and some departments not fully inspected, the following results are obtained; that, taking all the schools of all classes together, there are,—

Satisfactory, 26 per cent. ;
 Creditable, 32½ per cent. ;
 Tolerable, 33½ per cent. ;
 Poor, 8 per cent. ;
 Or 58½ per cent. are more or less good ;
 41½ per cent. more or less bad.

Or, taking the schools in their different characters and localities, there are,—

	Satisfactory, per Cent.	Creditable, per Cent.	Tolerable, per Cent.	Poor, per Cent.
Large towns - - -	29½	49	19	2½
Small towns - - -	10½	34½	38	17
Manufacturing and mining villages - - -	14	39	37	10
Agricultural villages -	18	30	43½	8½

Or,—

Large towns - - -	78½ per cent. more or less good.	21½ per cent. more or less bad.
Small towns - - -	45 per cent. " "	55 per cent. " "
Manufacturing and mining villages - - -	53 per cent. " "	47 per cent. " "
Agricultural villages -	43 per cent. " "	52 per cent. " "

The results of this Table appear to me interesting and important, as showing plainly what localities in a great labour-field like Yorkshire have made the most progress in education.

The great towns—as perhaps might be expected—lead the way, and assert their superiority, not only by the number of schools in a satisfactory state, but by the very few in a discreditable state. The manufacturing and mining villages are next to them, partaking of their intelligence and activity, but not so largely of their wealth.

The third place is held by the agricultural villages, exhibiting greater contrasts than any other class, their school character being dependent chiefly on some individual, the schools being almost always the best where the land is in the hands of one proprietor; and the worst where it is infinitesimally divided amongst small freeholders, who squabble about the school, as they do about all other parish business.

Lowest in educational character are the small towns of the county, where small shopkeepers and hybrid-agriculturists exercise the same kind of influence over the town school that the small freeholders do over the village,—an influence of a negative rather than of a positive kind,—sufficient to hinder, but not quite to stop the work of education. Some of the most hopeless schools are to be found in these localities, schools of which it is equally difficult to say why they are so bad, and to believe that they ever will be better.

SCHOLARS' CERTIFICATES.

The number of scholars' certificates of merit given this year has increased steadily in my district. Some hundreds have been distributed, and their effect, within certain limits, has been decidedly good. Some of the most important and some of the best schools in Yorkshire, have been the most forward to avail themselves of this advantage for their children. Messrs. Marshall's school at Holbeck, near Leeds, has received 25 certificates; Messrs. Walker's school at Bradford has claimed 14; the Corporation school at Richmond has carried off 12; St. George's school at Leeds has taken 9; the Central National school in Carver Street, Sheffield, has obtained 6. These are all schools of high character and great influence.

A case was brought under my notice lately which shows plainly how little the country is yet aware of the state and circumstances of elementary education. A lad who had obtained a scholar's certificate was a candidate for a clerkship in one of the Northern railways. He presented himself, according to his instructions, at a Board meeting with his testimonials, and placed prominently in the chairman's hands his scholar's certificate, of which he was very proud. The

chairman stared at it, and turned it over, and looked at the engraved border, and then confessed that he "did not understand at all what it was all about." The poor youth was not a little disconcerted, especially as he did not obtain the situation. Now, as it would be difficult for a young person to obtain a better test of ability and conduct than one of these scholars' certificates, it is to be regretted that a gentleman, in the responsible position of chairman of a railway, should not only be ignorant of their value, but evidently not aware of their existence. Probably few youths would be found better fitted for the duties of intelligent railway servants than the holders of these scholars' certificates.

ASSOCIATIONS OF COAL AND IRON MASTERS.

I have little to report on the associations of coal and iron masters for giving prizes to children in schools.

The Southern Association of the West Riding, as I had the honor of pointing out to you in my last report, was dissolved without ever coming into active operation, and has not yet been revived.

The Northern Association (in the district around Leeds, Wakefield, and Bradford) is at work, but has made slow progress.

The strike for wages, which took place just at the time of the annual examination, probably in some degree affected the attendance of children at it. Six from one colliery, whose names were on the list as candidates, did not appear on the appointed day. Only thirty-six boys and girls presented themselves at the examination, which, considering the size, the wealth, and the importance of the district, must be deemed an unsatisfactory attendance. Its results, also, intellectually were not creditable to the more advanced candidates, who were examined in special subjects, with which they showed a very limited acquaintance.

SCHOOL FEES.

I had the honor to point out in my last report the strange fact that in Yorkshire an inferior education costs more than a superior one, or that the comparatively bad school charges more for its bad instruction than the comparatively good school for its higher intellectual advantages. I observe the same fact this year.

In the following Table of the two years 1857-8 the annual-grant schools are those under certificated teachers with apprentices, improved apparatus, good school books, and possessing all the advantages which the Government grants

ensure. The simple inspection schools are those which have few of these advantages, and are, for the most part, though not always in a lower state both of attainments and discipline than the schools receiving annual grants.

1857.			1858.	
Annual-Grant Schools.	Simple-Inspection Schools.		Annual-Grant Schools.	Simple-inspection Schools.
76.42 per cent.	69.13 per cent.	Pay less than 3d. per week	71.35 per cent.	72.91 per cent.
22.25 "	22.50 "	Pay 3d. or 4d. per week	27.58 "	22.84 "
1.33 "	8.37 "	Pay more than 4d.	1.07 "	4.25 "

So that it seems that, to some extent, though not so much as formerly, parents in the working classes estimate education not so much by what their children receive from it, as by what they pay for it.

SCHOOL PAYMENTS, &c.

The same conclusion is reached by a different investigation of school payments.

	£	s.	d.
The average annual expense per scholar for 1857 was	0	17	7½
In schools receiving annual grants	0	16	9½
In schools under simple inspection	0	18	5
The average annual expense per scholar for 1858 was	0	17	8½
In schools receiving annual grants	0	16	2½
In schools under simple inspection	0	19	2

So that the parent's preference of the bad school, which cost him 1s. 7½d. per child in 1857 has been raised to 2s. 11½d. in 1858! This is a curious result certainly, and unintelligible to any one unacquainted with the habits of thought and the strong prejudices of the working classes.

MAINTENANCE OF SCHOOLS.

The whole subject of school maintenance is a very important and interesting one, I subjoin a Table which shows some of its leading points:—

1857.	£	s.	d.	1858.	£	s.	d.
Income of schools inspected	34,960	17	5	Income of schools inspected	43,211	17	11
<i>i.e.</i> , average 92l. 4s. 10½d. on 379 schools.				or average 95l. 3s. 7d. on 454 schools.			
Expenditure	37,292	17	5	Expenditure	46,721	8	7
Average, 98l. 7s. 10½d.				Average, 102l. 18s. 2½d.			
Excess of expenditure over income	2,332	0	0	Excess of expenditure over income	3,509	10	8
or 6½ per cent.				or 8 per cent.			
Income per scholar	0	16	9	Income per Scholars	0	16	6½
Annual-grant schools	0	15	8½	Annual-grant schools	0	14	11½
Simple-inspection schools	0	17	9½	Simple-inspection schools	0	18	1½

So that it appears that whilst the average income of the schools in Yorkshire is increasing, their expenditure is in-

creasing in a greater ratio; that in the last year it has advanced from six and a half to eight per cent. I am aware that this deficiency of income does not in many cases imply that the school is in debt. But I know at the same time how the deficiency is made up, and how the debt is cancelled, viz., that it is paid by the clergy and the other managers of the school, who have previously contributed their full and generous share towards its sustenance. The additional burden thus laid upon them during the last official year in Yorkshire, is 3,509*l.* 10*s.* 8*d.*, which is no slight sum, considering the circumstances under which it is raised, and the comparatively ill-furnished purses from which it proceeds. I have again to remark on the large share that the people of Yorkshire pay for their children's schooling compared with other districts of Great Britain. This year, out of an income of 43,212*l.* 5*s.* 11*d.* they have contributed 22,588*l.* 6*s.* 6*d.*, *i.e.*, 52 per cent. This is a far higher per-centage than prevails in any part of England, except Lancashire, where the manufacturing classes contribute a nearly equal portion of the school income. A very large part (33 per cent.) of the remainder of the school income arises from "voluntary contributions," which may be taken as the test of the interest shown by the middle and upper classes in the education of their poorer neighbours' children. This amounted last year in Yorkshire to 14,260*l.* 10*s.* 6*d.* It must be borne in mind that my report relates only to Church schools, and therefore does not represent more than three-fourths of the work done in this great county, in the schools placed under inspection, which again are only a minority of the whole number, especially in the North and East Ridings.

I have the honor to be, &c.

FREDERICK WATKINS.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

I.—EMPLOYMENT OF TIME.

Rev. F. Watkins.

	Days.	Total Days.
Inspection { Elementary schools - - - - -	147	- 151
Normal schools - - - - -	4	
Holding examinations { collective, of pupil-teachers	13½	- 23½
certificates of merit - - - - -	6	
Queen's scholars - - - - -	3	
Revising examination { coal and iron association - - - - -	1	- 23½
papers { of pupil-teachers - - - - -	11	
{ of candidates for certificates - - - - -	12½	
Travelling - - - - -	-	6½
Correspondence and reports (including conference 2, special missions 3, making pupil-teacher papers 2½, fast-day 1, meetings of coal and iron masters 1, district arrangements 2) - - - - -	-	63½
Vacation (including Christmas Day and Good Friday) - - - - -	-	27
Private business - - - - -	-	2½
Sundays - - - - -	-	52
General report - - - - -	-	15½
		<u>365</u>

Rev. T. W. Sharpe.

	Days.
Inspecting schools - - - - -	186
Reports and correspondence - - - - -	46
Vacation (including Christmas Day and Good Friday) - - - - -	49
Conference and travelling - - - - -	4
Examination of certificates and Queen's scholars, including revision of papers - - - - -	22
Examination of pupil-teachers, and revision of their papers - - - - -	4
Illness - - - - -	2
Sundays - - - - -	52
	<u>365</u>

Rev. R. Temple.

	Days.
Inspecting elementary schools - - - - -	197
Examination for certificates and Queen's scholars - - - - -	9
Collective examination of pupil-teachers - - - - -	5
Revision of examination papers - - - - -	10
Correspondence and reports - - - - -	47
Conference and journey - - - - -	4
Vacation and private business - - - - -	20
Sundays - - - - -	49
Christmas Day, Good Friday, Fast Day - - - - -	3
	<u>344</u>

Mr. Temple had not begun to work at the commencement of the official year.

II.—SCHOOLS placed on my List this YEAR.

Burton Agnes (Girls).	Rawcliffe.
Elland Edge.	Rudstone.
Harpham.	Sewerby.
Linton-on-Ouse.	Spennithorne.
Oswaldkirk.	

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, the Rev. E. DOUGLAS TINLING, M.A., &c., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of SOMERSET, DORSET, DEVON, and CORNWALL.

MY LORDS,

January 1859.

IN accordance with your instructions, I beg to transmit to you my eleventh report of the schools under inspection within the counties of Somerset, Dorset, Devon, and Cornwall.

The total number of schools in my district liable to inspection at this time is 539 :—

Schools under Government inspection.

Somerset.	Dorset.	Devon.	Cornwall.	Total.
187	91	169	92	539

And from the following Table it will be seen that of these 539 groups of schools, 261 are in the receipt of annual grants from your Lordships, whilst 278 groups of schools are not in a condition to provide either certificated or registered teachers, or to obtain the benefit of apprenticed pupil-teachers :—

	Somerset.	Dorset.	Devon.	Cornwall.	Total.
Groups of schools in which either certificated or registered teachers are appointed	81	58	76	41	261
Number of schools under distinct teachers to whom annual grants are made	101	58	95	53	307
Number of certificated teachers	99	60	92	53	304
Number of registered teachers	8	2	6	1	17
Number of assistant-teachers	2	1	3	2	8
Number of pupil-teachers	231	125	203	88	647

Work of inspection in this district during the past year.

The Rev. E. P. Arnold and the Rev. W. W. Howard have assisted me during the past year in the work of inspection. The following summary will show the manner in which our time has been employed :—

EMPLOYMENT OF TIME.

Number of Days

	Inspecting Schools.		Examining Candidates.		Revising Papers.		Journeys.	General Report.	Correspondence and Conference.	Vacation and private business.	Illness.	Sundays.	Total.
	Elementary.	Normal.	Pupil-teachers.	Certificate.	Registration.	Pupil-teachers.							
Rev. E. D. Tinling	128	9	24	10	1	8	8	10	24	57	35	52	365=1 year.
Rev. E. P. Arnold	177	-	5	11	-	5	12	6	1	52	33	52	365=1 year.
Rev. W. W. Howard	161	-	6	9	-	5	12	7	-	53	33	43	335=11 months.

The Rev. E. P. Arnold has been occupied principally in that portion of the district which lies to the west of the railway between Exeter and Barnstaple; whilst the Rev. W. W. Howard has been engaged in the remaining part of Devon, in a part of Dorsetshire, and in the south and west portion of Somerset. I have myself visited the schools in the northern part of Somerset, together with some of the largest and most important schools throughout the whole extent of the district.

	No. of Departments inspected under Separate Teachers.	No. of Children present at Examination.
Rev. E. D. Tinling -	213	17,722
Rev. E. P. Arnold -	250	17,146
Rev. W. W. Howard	230	13,725

I have, moreover, myself held the collective examinations of apprentices and candidates for pupil-teachership in the different parts of the district.

The appended list gives the names of the places in which the collective examinations were held, and the number of pupil-teachers and candidates who attended at these examinations:—

COLLECTIVE EXAMINATIONS.

Name of Place.	Male.	Female.	Total	Name of Place.	Male.	Female.	Total.
DORSET.				Brought forward -			
Wareham . . .	16	14	30	SOMERSET—cont.			
Weymouth . . .	14	27	41	Yeovil	10	3	13
Shaftesbury . . .	13	4	17	Frome	7	16	23
Sherborne	7	9	16	Clevedon	8	10	18
Maiden Newton . .	6	3	9	DEVON.			
Blandford	12	17	29	Azminster	9	9	18
SOMERSET.				Plymouth	46	46	91
Wells	9	16	19	Torquay	20	23	43
Weston-super-Mare .	6	7	13	Exeter	50	32	82
Bruton	4	12	16	Tavistock	15	13	28
Bath	57	38	95	Barnstaple	21	20	41
Bedminster	19	19	38	CORNWALL.			
Glastonbury	7	5	12	Truro	54	23	77
Bridgwater	11	5	16	Penzance	6	15	21
Taunton	21	20	41				
Carried forward -					443	399	847

The Rev. E. P. Arnold attended with me at four of the above examinations. Rev. W. W. Howard attended with me at five of the above examinations. Examinations were held by Mr. Arnold and Mr. Howard in a few outlying localities.

Progress of
the work
under Go-
vernment
inspection.

The increase
of schools
liable to
inspection.

The yearly advance which the work of inspection has made in this district may be seen by the following Table :—

County.	No. of Schools under Her Majesty's Inspector in 1848.	Number added in the Years										Total.
		1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	
Somerset	95	2	3	6	7	3	9	12	11	13	21	187
Dorset -	41	6	5	3	4	3	6	9	3	4	7	61
Cornwall	53	2	1	5	4	3	6	2	3	4	4	32
Devon -	76	12	7	6	7	10	7	11	12	13	8	109
Total -	270	22	16	20	22	19	28	34	29	39	40	339

I append the names of the 40 schools which have been added during the past year :—

SOMERSET, 21.

Binegar.
Chewton Mendip.
Compton Dando.
Cranmore, E. and W.
Clandown.
Curry Mallet.
Brislington.

Batcombe.
Queen Charlton.
Dundry.
Farnborough.
Greinton.
Kilmersdon.
Stoke, St Gregory.

Stoke Lane.
Long Sutton.
Temple, Bristol.
Kingston Seymour.
East Wells.
Marston Bigot.
Meare.

DORSET, 7.

Cerne Abbas.
Buckland Newton.
Dorchester, Trinity.
Langton Herring.

Sturminster Marshal.
Cranborne.
Hampreston.

CORNWALL, 4.

St. Budock.
Kilkhampton.

Clowance.
Helstone.

DEVON, 8.

Ashford.
Burrington.
Chevithorne.
Coleridge.

Dartmoor Prison.
Mamhead.
Sidbury.
Sidmouth.

But this annual increase in the number of schools which have been placed under Government inspection, together with the additional supply of certificated teachers and apprenticed pupil-teachers, does not fully represent the real progress which has been made in this district through your Lordships' grants.

The population of this district was estimated in 1851 to be 1,550,779; the number of parishes, I believe, to be 1,373. Now, whilst in these four counties there are not quite three-fifths of the parishes in which the National and Parochial Church

The pro-
portion of
population
receiving
Government
assistance.

of England school is under Government inspection; yet it is highly satisfactory to find that the parishes in which the schools thus aided by Government are located contain more than three-fifths of the whole population of the district.

County.	Population of the Four Counties in 1851.	Population of the Parishes receiving aid through Church of England Schools.
Somerset - - -	443,916	291,987
Dorset - - -	184,207	106,164
Devon - - -	507,093	350,365
Cornwall - - -	355,558	209,601
	1,560,779	958,117

The following Table gives at one view the number of parishes in the four counties, according to their extent of population, together with the number of Church of England schools under Government inspection in those parishes:—

County.	No. of Parishes with a Population over 1,000.	No. of Schools in such Parishes under Government Inspection.	No. of Parishes with a Population between 1,000 and 500.	No. of Schools in such Parishes under Government Inspection.	No. of Parishes with a Population under 500.	No. of Schools in such Parishes under Government Inspection.
Somerset	118	89	94	70	251	23
Dorset -	29	20	51	26	160	45
Devon -	145	97	110	51	204	21
Cornwall	96	71	56	17	59	4
Total -	388	277	311	164	674	93

It is evident from this Table that the Minutes of Council on Education have been extensively laid hold of by the managers of schools in the larger parishes; *e.g.*, there are in Somerset 212 parishes with a population over 500, and in these 212 parishes there are 159 Church of England schools under inspection; in Dorset, in 80 parishes of a similar population, there are 46 schools under my inspection; in Devon, 255 such parishes and 130 schools; whilst in Cornwall the number of parishes is 152, with 88 Church of England schools liable to inspection.

Whereas it is no less evident that the smaller schools—the schools in parishes under 500 population—have not been in a condition to avail themselves of the benefits which your Lordships' Minutes offer to the larger schools; *e.g.*, there are in these

Populous parishes specially benefited by the Minutes of the Committee of Council on Education.

Parishes not in a condition to avail themselves of the Minutes.

four counties 674 parishes with a population of less than 500 souls, whilst there are only 98 Church of England schools under inspection in those 674 parishes.

Suggestion
by way of
remedy with
regard to
the smaller
parishes.

Upon this point I would recall your Lordships' attention to a statement I made in my report in 1856 :—

"Whatever may be the requirements of other localities, if ever the education of this district is to become universal, there must be found some class of teachers who will be ready to receive, and be fairly remunerated by, a less salary than a certificated teacher deserves, and will, I trust, always be able to obtain. The present requirements of a registered teacher I believe to be fully sufficient, as a general rule, for conducting a small village school.

"Should it meet your Lordships' approval to withdraw the restriction on the age of registered teachers, you would, I believe, afford a means by which many of the smaller schools might at once be enabled to obtain a registered teacher, by which many deserving candidates in our small country parishes might be trained as pupil-teachers, and by which the Minutes of 2 April 1853 and 29 April 1854, might really do the work for which they were intended. In this district the most pressing claim is for the smaller schools, to raise them to the requirements of the Minutes, to enable them to lay hold of the annual grants, and so to become efficient.

"It is simply impossible that the supply of certificated teachers or registered teachers over thirty-five years of age, should be sufficient for many years to come to meet the demand of our country parishes; and I am therefore prepared to request your Lordships to reconsider the present restriction on the registration of teachers, viz., that they must have completed their thirty-fifth year, and to allow registration in future to any such teachers as shall have had the charge of an elementary school for a period of at least five years, or to any pupil-teachers who shall have successfully completed the term of their apprenticeship, and in addition shall have had the charge of a school under inspection for at least two years.

"I have also one other suggestion to make to your Lordships respecting the very poor parishes of my district; viz., as to the advisability of granting to such poor parishes a small annual sum of money for a period of three years, not exceeding 15*l.* per annum, upon a special report of Her Majesty's Inspector."

Examina-
tions for
registration.

I would here suggest that, should it be your Lordships' intention to continue the examinations for registration, which I trust is the case, it is essential that the examination papers should not be similar to those which are given for the examination of candidates for certificate, but that they should be of a different standard altogether, simply requiring "sound, if "humble attainments;" whereas the present plan appears to conduce rather to a scattered general information of an unsound, though humble character.

The increase
of certi-
ficated
teachers..

The still increasing demand for certificated teachers and for apprenticed pupil-teachers is a very sure test of the progress which is making in the work of education.

NUMBER OF CERTIFICATED TEACHERS.

In the year 1854	-	-	-	-	-	-	109
" 1855	-	-	-	-	-	-	159
" 1856	-	-	-	-	-	-	204
" 1857	-	-	-	-	-	-	254
" 1858	-	-	-	-	-	-	309

The average increase being 50 per annum.

The number of pupil-teachers in 1854 was 374; at this time we have 647 in the district, being an average increase of 68 per annum. Increase of pupil-teachers.

The capitation grant is likewise increasing most rapidly. Increase of capitation grants.
In the schools which have been visited during the past year, the number of children in attendance on school for the 176 days+16 days has been, as near as possible, 1 in $4\frac{1}{2}$ of the children present on the day of inspection; e.g., my colleagues and myself have examined 48,593 children, and the capitation grant has been paid upon 10,937. Now if a fair allowance be made for the additional attendance of children on the day of inspection, and for those children who are ineligible on account of a less payment than 1d. per week, or by the school fees being paid by other than their natural guardians, as also for the schools which are only open to simple inspection, it will be found in this district that nearly one-third of the children who are in our better class of National or Parochial schools remain at school more than 176+16 days, the time required by your Lordships' Minutes for each claimant of the capitation grant. The following Table will show:—

The No. of Groups of Schools to which Capitation Grants have been paid.	The Number of Children for whom the Claim was made.	In the different Counties.
72	3,797	Somerset.
38	1,973	Dorset.
75	3,325	Devon.
50	1,842	Cornwall.
235	10,937	Total.

There is a growing feeling amongst the labouring classes in favour of education, and the parents, as a body, are most anxious that their children should have some amount of "book learning," but the requirements of the employers, and the real need on the part of the poor to obtain the remuneration given for child labour, interrupt sadly the regularity of the school work, and check the advance which the children might otherwise fairly be expected to make. Desire of labouring classes for education of their children.

The reports of the training institutions are made specially by the Rev. F. C. Cook and the Rev. B. M. Cowie, but I am glad to be able to state that whilst the schools for male teachers in Exeter, and for females in Salisbury are both sending forth able and zealous teachers year by year for the elementary education of the working classes, the Truro Training College for females is now nearly completed; and at Christmas last Training schools in this district.

Her Majesty's Assistant Inspector, the Rev. E. P. Arnold, examined in Truro candidates for Queen's scholarships and certificates of merit. I append a few remarks on this institution, extracted from the Exeter Diocesan Board of Education:—

"The Truro Training school is now placed in every respect on an equal footing with other training colleges in England as regards Queen's scholars and candidates for certificates of merit. The new buildings will include practising schools, in which both girls and infants will be taught in connexion with the institution, which will accommodate thirty students. Your Committee need scarcely add that it will be essential to the prosperity of the institution that a large proportion of its inmates should be Queen's scholars, and consequently that the attention of pupil-teachers throughout the diocese should be directed to the Training school at Truro. The Committee of Management looks confidently to the kind co-operation of the clergy of Devon and Cornwall in enabling them to realize this important element of success. It may be added that although the amount of subscriptions already received exceeds the estimates for building, a considerable addition is needed to meet the various expenses always incidental to the completion of a large establishment. It is hoped that the friends of church education throughout the diocese will make such provision as may enable the institution to commence operations with a due supply of all that is needful, humanly speaking, to its efficient working."

Success of
the present
system.

The management of the schools under trained and certificated teachers, aided by pupil-teachers, continues to work well. I do not find any amount of jealousy to exist between teachers and apprentices, or between the parents of the children and the pupil-teachers; on the whole there is much union of purpose, much harmony of feeling, much forbearance on all sides. At times I could desire to see in some of our teachers a deeper earnestness, a fuller appreciation of the missionary character of their work, and more entire realization of the need there is to labour toward the formation of the Christian character in the apprentices and children; yet, viewing the moral and religious training of our teachers, and the outward life which they exhibit; we may, I think, look back with satisfaction at the advance which we have made, and go on with greater vigour in the work which lies before us.

I have the honor to be, &c.

E. DOUGLAS TINLING.

*To the Right Honorable
The Lords of the Committee of Council on Education.*

GENERAL REPORT, for the Year 1858, by Her Majesty's
Inspector of Schools, the Rev. M. MITCHELL, M.A., on the
CHURCH OF ENGLAND SCHOOLS inspected in the Counties
of NORFOLK, SUFFOLK, and ESSEX.

MY LORDS.

I HAVE the honor to present unto your Lordships a report on the schools inspected in the Eastern district of England, between the 1st of September 1857 and the 31st of August 1858. The number of places visited by myself was 120, in which were inspected :—

Mixed schools	-	-	72
Boys' schools	-	-	43
Girls schools	-	-	41
Infants' schools	-	-	34
Total	-	-	192

The total number of children in these schools when inspected was:—

Boys	-	-	-	-	8,777
Girls	-	-	-	-	7,300
Infants	-	-	-	-	1,655
Total	-	-	-	-	17,832

The number of miles travelled amounted to 3,275.

The Rev. W. Campbell having been appointed to the London district has been succeeded by the Rev. J. D. Glennie, jun., as assistant-inspector of this district.

The following Table shows the places at which general examinations of pupil-teachers and candidates for apprenticeships were held, and the numbers that attended:—

[illegible]

I have to report considerable progress in most of the schools inspected, and that education in this district is making satisfactory advances. The education having been improved, the result equals expectation, and in those schools where the teaching is really good, the number of the scholars is ordinarily much increased, in fact in some cases so much so that the rooms are inconveniently crowded. The labours of inspection are diminishing; the managers having rectified the defects in light, ventilation, fittings, books and apparatus, the masters and mistresses being equal to their work, the pupil-teachers having become accustomed to the system, and all being animated with that energy which success imparts, the duties of inspection become year by year more and more matter of routine.

There are three schools of art established in the district. The one at Ipswich is newly opened, and bids fair to prosper well. That at Norwich has been long established. The peculiarity of the Yarmouth school is that conjoined with it is a school of navigation, and boys from the National schools are permitted to attend. There can be no doubt of the advantage this must be to the population of sea-going places; and it is satisfactory to know that with Hull the school of Yarmouth holds the second place in navigation schools, the first being Newcastle.

Education seems to be as well carried on in Yarmouth as in any town of the kingdom, if we may judge by the number of inspectors that visit the place: Church, British and Foreign, Roman Catholic, Poor-law, Military, Art, Navigation.

I have endeavoured to ascertain whether the views in previous reports made known respecting the injurious effect of bad lighting and ventilation deserved credence, or were mere phantasies. I regret to say the following list of cases, occurring all in rooms ill ventilated and with lattice windows, proves that too much attention cannot be paid to the subject.

At the Victoria schools, Chelmsford, the mistress and two pupil-teachers have broken down in health.

At Orsett, the master and the mistress.

At Fakenham, one female pupil-teacher and one infant-mistress.

At St. John's, Lowestoft, one mistress and one pupil-teacher.

Orphan Infant Asylum, one mistress. Not lattice window, but defective ventilation.

At St. Stephen's, Norwich, one pupil-teacher died.

At Wivenhoe, the master has been seriously ill.

Eleven cases in latticed windowed schools. I think further remark is needless.

The managers of schools seem sometimes to imagine I have a personal interest in pointing out these defects, and that the state of their school-rooms is a reflection upon themselves. Such, however, is in no respect the case. They have adopted a very ordinary and much approved system of lighting, which many people admire for its prettiness, and which it was not thought could be injurious; and I simply collect as many instances as I can to prove that the effect on the health of the teachers is detrimental. It is simple matter of fact, either the case is so or it is not, and I think the matter proved by the number of cases advanced.

The Rev. E. Evans, of St. Stephen's, Norwich, having had his school ventilated, writes :—

"The effect upon the vivacity of the children and the health of the teachers is *very* evident and most beneficial. The final stroke has been to remove all caps, bonnets, cloaks, &c. out of the school-room, and this has been almost as important a reform as any. I have likewise laid in the water with gutta-percha tubing to damp the floors, and by means of which we have greatly reduced the temperature in hot weather."

The Rev. E. Gillett, of Runham, writes :—

"I am glad to say that our room is ventilated on your plan, and it is most successful. In the hottest weather we have the purest atmosphere possible. There is one point, however, in ventilation to which I would invite your attention, and that is the importance of providing that the apertures on opposite sides should *not* be of exactly the same *dimensions*.

"For example, take a sash window, open it one foot high, and suppose the sash three feet wide. Here is a ventilating area of three square feet. Now, if a window of exactly the same dimensions be opened, it will be found that there is a draught, and that much of the fresh air which enters by one window is immediately discharged by the other. Of course some fresh air is introduced, but not much, as will be shown by observing that curtains and other light articles, not exactly in the line of draught, are agitated very little, scarcely at all sometimes.

"Now, instead of the second window, open a door still on the opposite side the first window; let it be opened six feet high and six inches wide, still making a ventilating area of three square feet. But the entering column of air has completely to invert itself and alter its dimensions; the fresh air if more completely mixed with the atmosphere of the room, curtains and papers, or other light articles, out of the line of draught will move very much, and a whirling motion is given to the air, which soon completely evacuates the room of all impure air."

My report respecting pupil-teachers is, on the whole, favorable. The indentures of three have been cancelled for misconduct.

At the examination for Queen's scholarships this year. Robert James Ives, pupil-teacher of South Lynn, All Saints', obtained the distinguished place of first pupil-teacher of the year; Mr. Samuel Flaxman was his master. Thomas Bardwell, of Ipswich, St. Matthew's, was the fourth pupil-teacher.

of the year; Mr. Evans was his master. Henry Green, of All Saints', Sudbury, is in the fourteenth place, being twenty-first pupil-teacher; Walter Stuck, of St. Andrew's, Halstead, is in the seventeenth place, having twenty-seven above him; these have had changes of master. William Groom, of Helmingham, is in the twenty-second place, and Robert Cossar, of Walthamstow, in the twenty-seventh.

There were altogether 13 who obtained first classes, five who were in the second, and one who failed; total 19.

Of the females:—Charlotte Beamish, Halesworth, was the fourth pupil-teacher, Queen's scholar; her mistress, Miss Maca. Rose Alger, Norwich Model school, is in fifteenth place, having sixteen pupil-teachers above her; and Mary Alger in sixteenth place, being next to her sister; their mistress is Miss Barnacle.

The number of female pupil-teachers that obtained first class is thirteen; second class six, and there were, I regret to say, seven failures, the largest number there has ever been in this district.

The total number of Church candidates was 1,171 (male, 583; female, 588); of whom 314 (male, 124; female, 190) failed.

The number of non-pupil-teachers who attended the examination was 245 (male, 110; female, 135); and of these failed 164 (male, 78; female, 86).

Thus of male pupil-teacher candidates, 1 in every $4\frac{1}{2}$ failed, of females 1 in every 3, while of non-pupil-teachers hardly 1 male in 3 succeeded, and about 1 female in $2\frac{1}{2}$.

In regard to the printed rules and regulations of schools and scholars, I must remark that the less attempt is made to drive, and the more to lead, so much the more efficient will they be.

I have before me a series of rules that seem to me objectionable on these grounds; too much stress is laid upon punishment—the right way is never to suppose that crimes will be committed, but to punish them when they occur without threatening; it is always better to wait till such acts are done, and not to hint in your rules that you are on the lookout for them.

I beg to put before you the statement of a schoolmaster, made to my colleague, Mr. Campbell, and which I fear is not altogether so solitary a case as we could desire. It may be useful also to note, that schoolmasters may frequently be without blame when they leave schools in the middle of their year.

“The school here has undergone many changes of late, and the state of the finances for the past twelve or eighteen months has been barely sufficient for the purpose of carrying on the work. The future is gloomy in the extreme,

so much so, indeed, that the committee informed me at their last meeting that at present they could not possibly see how the school could be carried on after the quarter ending September, and intimated that I had better be prepared to meet the matter should it appear that they would be compelled to give up the school. . . . My salary has suffered two modifications, both of which I acquiesced in, to meet the committee in their difficulties, and to avoid a change hurtful alike to school and teacher.

"My present salary I have great difficulty in obtaining. I have not, for instance, received the quarter's salary due on the 31st of March last.

"Dated 9 June 1858."

The Hockerill Training College is going on very successfully under its able superintendent and chaplain, Rev. J. Minet. I extract from its report a passage of considerable value, coming, as it does, from the actual experience of effect in a training college:—

"It is to be earnestly hoped that increasing attention will be paid to the selection and systematic training of those who are apprenticed. While earnest and devoted care has doubtless shown in many instances, indications of an opposite character are by no means wanting; and, in truth, the difference is so great between apprentices who have been carefully selected and conscientiously taught and those who have suffered from want of ability, honesty, or regularity in their teachers, that it is difficult to believe that they have studied the same subjects, that they are the results of the same system and that the same amount of public money has been expended upon them. In some instances the apprenticeship was a mistake in selection, which can never be entirely avoided, and, in these instances, the cancelling of the indentures by mutual consent at an earlier period would have been the kindest act to all parties."

The training college at Norwich for females has been full this year. It is reported as having made much progress, and a greater interest has been taken throughout the diocese in the institution. Its importance to the education of the two countries can hardly be over-estimated, and with the help of the Bishop it will doubtless for the future be well supported.

The Bishop has taken great pains to ascertain the state of his diocese as regards both inspected and non-inspected schools, and the statistical information he receives through his archdeacons and rural deans will form very valuable documents for the educational history of his diocese.

In my last report I proposed to my schoolmasters and pupil-teachers a system of learning by heart certain pieces of poetry. I am happy to say that in many of my schools it has been adopted, and that I have been much struck with the accurate manner in which the females, especially, have perfected themselves in this part of their instruction. It has been done always quite voluntarily, and with a success that promises very well. The quantity set is not thought by any means too much. I wish to express my gratification in this report to

those masters and mistresses and pupil-teachers at their having adopted the plan, and am confident they will ultimately rejoice that they were not deterred by any fears or idleness from making the attempt.

My attention has been directed to the teaching of botany in the country village school at Hitcham, Suffolk.

The subjoined letter from the Rev. J. S. Henslow, the Professor of Botany at Cambridge, fully explains his system; and I can imagine that this study usefully directs the attention of his pupils to observe the beauties of nature amongst which they dwell:—

MY DEAR SIR,

Hitcham, Bildeston, Suffolk, 7 January 1859.

THE botanical lessons which I give at our village school every Monday afternoon is divided into an "educational exercise" and an "instructional lecture." The exercise is worked by the children as methodically as they would go through a sum in arithmetic, and it forms an important feature of these lessons that they are not allowed to shirk the few hard words in which the more essentially important scientific ideas are embodied. This part of the exercise serves also to increase their powers of correct spelling, as I require the strictest orthography in the two or three words required every week for designating the orders which are to be reviewed at the lecture. The Monday's exercise (including the "hard words") is all that is compulsory with the volunteers who form my botanical class. But voluntary exercises are also encouraged during the week for the purpose of procuring familiarity with the names of our native plants, and their position in the natural system.

The instructional lecture, after the exercise, is not confined to botanical details. It is designed to convey a variety of information, capable of being associated (however remote the affinity) with the account of a few dried specimens selected from the school herbarium. As this selection is made continuously, the whole of the herbarium passes under review within a twelvemonth. It is in fact divided into 36 lectures. The lecture-room (our class-room) is fitted for the suspension of one or two of my diagrams (prepared for the Kensington Museum), the display of the dried herbarium specimens, and a map of the world. I find the American cloth-pins far more useful than the plan I have explained and illustrated in the Kensington Museum. I proceed as follows:—

1. *Geography*.—The localities of places which will be alluded to during the lecture are just mentioned and *called for*. Any that are not known to the children are then pointed out; this avoids interruptions as the lecture proceeds.

2. *Structure*.—The names of the dried specimens exhibited are then *called for*, and referred to their position in the printed plant lists in the hands of the children. Any striking peculiarities in the structure of particular species, genera, or orders are noticed; but minute details are passed over, as the children have not the means of examining the specimens for themselves. If an order happens to be represented on a diagram, additional particulars therein illustrated are explained. Mere cram-work is avoided as much as possible, though in this, as in other sciences, a certain amount of detail must be committed to memory.

3. *Physiology*.—Any physiological fact which happens to admit of being well illustrated by an order under review is then noticed, including the geographical distribution of particular species.

4. *Historical Notices*.—Plants alluded to in Scripture or especially referred to in history, or by authorities of note, often afford opportunities for digression.

5. *Economies*.—Many orders admit of specimens being exhibited which are used as medicines, food, dyes, and for other purposes. Instructive digressions can hereby be introduced at the discretion of the lecturer. We always wind up by *tasting* something or other which has been flavoured by a product (or perhaps is the product itself) belonging either to an order under review, or to some other *more or less* closely allied to it!

Believe me, &c.

(Signed) J. S. HENSLow.

My plan of examination on paper answers very well, and I have now a collection of about 10,000 autographs of the children of the working classes; it will be valuable some ten years hence to compare them and observe the progress.

I find that, properly taught, children of ten years of age can write dictation of the Third book very well, with few misspellings, at the rate of about a minute a printed line, and for twenty minutes. They will work also fairly sums in the compound rules, multiplication, and division of three figures. They draw a fair map of Europe or England; do a little parsing, and write out the duty to God or the neighbour, all in about two hours. Managers of schools may like to know what is done, and ought to be required in their schools; and this is as much as in any case I have yet found to be done at this age. But I have the proofs that it may be done in most cases. I speak not from theory, but facts.

I was much surprised to see in a church of England school at ———, a History of England the tendency of which was by no means such as is ordinary in Protestant minds. On this subject I received the following from the vicar:—

“My curate tells me that you expressed disapproval of History of England. You cannot disapprove of it more than I do. It was ordered from the Privy Council list as being about our mark in respect of size and price. None of us knew anything of it. When it is worn out I shall take good care that a more satisfactory one is substituted.”

It seems to me a most important matter that books of this class should be marked on the list in some way or other. There can be no harm in stating such or such a book is Protestant, or Roman Catholic or demi-Roman Catholic. The list of the Committee of Council is considered by many as a recommendation of books; it will be well to let it be extensively known that it is not so, not even a selection. The Committee of Council know nothing about the books; and people choosing from their list should understand, that it is necessary for themselves to make the choice, having ascertained for themselves the character of the book beforehand.

I have the honor to be, &c.

To the Right Honorable

The Lords of the Committee of Council on Education.

M. MITCHELL.

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, the Rev. J. J. BLANDFORD, B.A., on the CHURCH OF ENGLAND SCHOOLS, inspected in the Counties of NORTHAMPTON, RUTLAND, LINCOLN, NOTTINGHAM, LEICESTER, and DERBY.

MY LORDS,

Annual inspection.

SEVERAL new schools have been added to my list during the year.

Infant schools might be made more efficient.

The number of schools (*i.e.*, of institutions held in separate buildings, and separately managed,) that have been visited is 409. Of these, 109 are boys', 109 girls', 68 infants', 237 mixed. The number of infant schools bears a small proportion to the rest, but it is not to be supposed that this arises from any lack of little ones, for in every boys' and girls' school there is always a considerable number of infants—the plague of the teachers and the cause of endless anxiety to the managers, where there are no means for their separate instruction. It is not satisfactory to find, when an infant school is attached to a boys' and girls' school, how small a proportion of the children in the infant department pass through the upper one, and when they are promoted how common it is to find that, instead of making further progress, they appear to forget a great deal of what they had already acquired, especially in reference to reading. I have mentioned in a previous report how infant schools might be made more efficient than they are, by their being strictly subordinate to the boys' and girls' school, when the three are in connexion, instead of occupying, which is frequently the case, an independent, and sometimes, in the eyes of the parents, a rival position. Children are often admitted into the lower classes of a boys' and girls' school who ought, from their age and attainments, to be in the infant school; and, on the other hand, children in the first class in the infant department are retained in it by the mistress, unwilling to lose her best scholars, when they ought at once to be moved into the upper school. There is only one school in my district where a large proportion of the infants pass through the upper schools. The infant department, consisting of an average attendance of 270 children, is conducted by an assistant teacher, who is strictly under the mistress of the girls' school. The female pupil-teachers, of whom there is a large staff, take it in turns to assist in the lower school, and I have no hesitation in saying that, though very little of the infant-school system, properly so called, is adopted, yet the children make rapid

and most satisfactory progress in reading, writing, and in other elementary subjects. When sufficiently advanced, they are at once drafted off into the upper schools.

One cause of this success is, the entire subordination of the infant to the upper department. The children are promoted to the latter well prepared, and their attainments being tolerably even, the master and mistress are able to organize a more regular classification in their respective schools; the teacher of each class knows precisely what that class is to be taught, and what is expected from it at an examination.

MIXED SCHOOLS.

The number of mixed schools under a master, assisted by a ^{Mixed schools.} sewing mistress in the afternoon, has much increased. Formerly there often used to be in small rural parishes two schools, conducted in separate rooms, under a master and mistress, with an average attendance of thirty children in each school.

The ordinary plan now adopted in country schools is to appoint a master, who teaches both sexes in the morning, and in the afternoon the girls are taught needlework by a sewing mistress.

Without expressing an opinion as to the desirability and comparative efficiency of mixed schools, experience seems to point out this to be the best arrangement that under the circumstances of the case can be adopted. The expenses are less, there is a greater probability of securing the services of a competent teacher, the teaching is more vigorous, and the children make greater progress in a large school than in a small one. Whether, in addition to these advantages, the girls exert a beneficial influence over the boys by softening their manners and making them less rough, is more than I can say; I sincerely hope for the sake of the softer sex, and for their future comfort as wives, that such may be the case. As far as my experience goes I cannot report any bad consequences that have taken place from mixed schools, or if such have arisen it has been caused by the misconduct of the master, not by that of the scholars.

The following schools have been closed for some time, viz., ^{Schools closed.} Whittington in Derbyshire, Holy Trinity at Hinckley, the girls' school in Curzon Street, Leicester, and that at Siddal's Lane, in Derby. There is not the slightest reason why any one of these schools should be closed; ordinary exertions would suffice to open them; and that they have been closed at all reflects considerable discredit upon the managers.

I was permitted this year to inspect the Mansfield Woodhouse National school. Your Lordships are aware that the ^{Mansfield Woodhouse National school.}

managers illegally let the school premises to another set of trustees; the latter had hitherto refused to allow me to inspect the school, but this year no opposition was made. I found both schools conducted by incompetent teachers, and in a most inefficient and unsatisfactory state, with one or two exceptions, neither boys nor girls could answer a single question in Holy Scripture, they could do little or nothing in arithmetic, they spelled and read badly, in short the whole state of things was nearly as bad as could be. Both sets of trustees have much to answer for in allowing the school to remain for so long a time in this disgraceful state; the trustees of Faith Clarkson's charity, to whom the premises were let, and who have had the sole control and management of the school for several years, ought at least to have appointed competent teachers, and done everything in their power to make the school efficient; instead of which, they appointed teachers who were never likely to improve the schools, and unjustifiably prevented the inspection by which their true state would have been made apparent.

NIGHT SCHOOLS.

Night
schools.

The number of night schools whose managers have applied for assistance is nine, of these six have received grants, viz. :—

Leicester, County School.
 „ Knighton Street.
 „ St. John's.

Nottingham, Trinity.
 Hinckley, Ch. of Eng.
 Northampton, St. Katherine's.

The following Tables exhibit the age of the scholars on the books, the average attendance, and the income and expenditure of the foregoing evening schools :—

NAME of SCHOOL.	Number of Scholars on the Books aged						Average Attendance.	
	Under Fourteen.		Between Fourteen and Eighteen.		Over Eighteen.			
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Leicester, County S. - -	33	14	71	14	67	0	45	10
„ Knighton Street - -	15	2	23	14	20	6	15	17
„ St. John's - -	48	-	46	-	7	-	21	-
Nottingham, Trinity - -	1	-	13	-	22	-	28	-
Northampton, St. Katherine's	9	25	5	11	6	1	9	19
Hinckley, Ch. of Eng. -	5	7	22	16	24	10	15	9
Totals - -	111	71	185	55	142	26	133	55

NAME OF SCHOOL.	Income.	Expenditure.	Grant from Committee of Council on Education.
Leicester, County S.	£ s. d. 16 4 0	£ s. d. 20 0 0	£ s. d. 10 0 0
„ Knighton Street	10 10 11	23 14 9	10 0 0
„ St. John's	4 0 8	8 19 0	4 0 8
Nottingham, Trinity	5 9 11	2 13 0	5 0 0
Northampton, St. Katherine's	3 11 6½	3 40 0	3 12 6
Totals	£ 45 2 2½	67 16 9	37 12 2

The schools are held from September to March or April; they are open generally for three nights in the week, from 7.30 to 9.30. In one school the fee is 1*d.* per week, in three it is 3*d.*, in two 2*d.* per week. The ordinary subjects of instruction are reading, writing, and arithmetic, but in some, geography, grammar, and drawing, and in one Euclid and algebra are taught. The average attendance (male and female) is 188, or about one-third of the number on the books. The importance of night schools is very great, and any aid given for their further development will be well bestowed. From the returns of income and expenditure there does not appear to be any separate fund or subscription for their support, the expenses are defrayed by the fees, and by your Lordships' grants, any excess of expenditure over income probably comes from the clergyman's pocket. One great obstacle in the way of the further development of this class of schools, even in large towns, seems to be the difficulty in securing the services of competent teachers. A man of considerable tact and influence is required, and who can really teach; if the latter condition is not fulfilled, the scholars soon find out his deficiency and cease to attend. One object in view in the appointment of assistant-masters was that through their help, the head-teacher in a school, being relieved two or three times in the course of the week from his afternoon duties, might take charge of the night school, but in none of the above-mentioned schools are there any assistant-teachers engaged; consequently, by present regulations, none of the head-masters having pupil-teachers can render any assistance; teachers have therefore to be sought for elsewhere.

INDUSTRIAL SCHOOLS.

The only schools towards which grants have been made for industrial purposes in this district are at Harmston near Lincoln, and at St. Giles', Northampton. The industrial establishment connected with the former school consists of a field-garden, in extent 2½ roods, which is let by the vicar at the rate of 3*l.* per acre, free from rates and taxes, as an encourage-
Industrial schools.

76 *Schools inspected in Northampton, Rutland, Lincoln,*

ment to the elder boys to remain a longer time at school, and to give them a knowledge of fieldwork. The number of industrial scholars for the year ending January 1858 was eighteen; of these, fifteen were between ten and fourteen years of age, three were over fourteen years; the average number of industrial scholars during the year was seven. They receive all the net profits, according to their age and hours of work; all go into the field above the age of ten who are willing to work; they are thus employed on an average for three hours in the week. The master of the day school is also the superintendent of the industrial department. The receipts for the year ending January 1858 were 15*l.* 6*s.*, the expenditure 5*l.* 7*s.* The following are the particulars of the income and expenditure:—

RECEIPTS.				EXPENDITURE.			
	£	s.	d.		£	s.	d.
Produce of labour -	13	14	9	Rent - - -	1	15	0
Other sources -	1	11	3	Raw material -	3	2	8
	£15	6	0		£5	8	8

thus leaving a balance of 9*l.* 18*s.* 4*d.* in favour of the establishment.

SHOE SCHOOL AT ST. GILES', NORTHAMPTON.

Shoe School
at St. Giles',
Northampton.

The other industrial establishment was connected with St. Giles' school, Northampton; it has since been given up, and as the causes of its failure are not without instruction, I think it desirable to subjoin a report on the subject with which I have been favoured by the Curate of St. Giles', the Rev. Henry L. Elliot, who was deeply interested in the success of the experiment, and one of the warmest supporters of the establishment:—

"The industrial department of the St. Giles' Parochial schools was established with a view to counteract the evils of the present system of teaching the "closing" branch of the shoe trade, and also to prolong the period of the education of the children.

"Children are frequently removed from school at eight or nine years of age and are sent to some person who is competent to teach them this particular branch of the trade. There they have to work ten, twelve, or even fourteen hours a day; in many cases, without any moral supervision whatever, and often under circumstances of great temptation. As a natural consequence, the lessons of the workshop eradicate the teaching of the school, and it too often happens that the power of securing an early competency is procured together with habits of early demoralization.

"The most obvious remedy seemed to be to establish a school under the auspices of an efficient teacher, where boys might be enabled to learn the shoe work, and at the same time continue their daily attendance at the school.

"Into this industrial school boys were admitted at the age of nine. The working hours were from 8 to 12, and from 1.30 to 5.30; but out of these eight hours three were spent by each boy in the day school. Nine months

after their admission they were entitled to a weekly payment of 9d.; which, in the event of the school proving self-supporting, was to be increased. Two years after this weekly payment had commenced, each child was to receive a gratuity of 1l., from which proportional parts were to be deducted for absence during the probationary nine months.* This experiment has been tried for two years; but after its second anniversary it was necessary to give it up, owing chiefly to the want of adequate funds for its support. The above arrangements were found to work most satisfactorily; and there does not seem to be any *à priori* reason why such an establishment should fail; for it was based upon the same system that is commonly employed in teaching the "closing" branch of the shoe trade, and which in the case of private individuals is often highly remunerative. Indeed, whenever the full amount of work was obtained, the boys were enabled to cover the expenses of the week. On one or two occasions they actually did sufficient work to cover the week's expenditure. The master, who was in receipt of high wages, was an excellent workman, and had taught the boys to do their work well. Some of the same boys are now earning 3s. a week.

"The real cause of failure, therefore, was a want of sufficient work. The closing trade is conducted in this way:—The leather is shaped at the shoe factories, and given by the foreman to the shoeclosers. These go to the factory to fetch the work as they want it, but do it at home. Many of these shoeclosers are assisted by young children, who at first pay them for instruction in closing, but who in a year or two are themselves in the receipt of 2s. or more per week. The evils of this system have been alluded to above. The establishment of an industrial school could not be looked upon with favour by the shoeclosers, and in this feeling the foremen at the factories would naturally sympathise. The consequence was that whenever, from any cause, there was a scarcity of work, the industrial school was always the first to suffer. However well disposed the masters of the factories might have been towards the success of the attempt, it was not sufficiently popular with the foremen to induce them at such times to supply work to the school in preference to the other shoeclosers, nor indeed would we in fairness expect or even wish it.

"But even when there was plenty of employment for the common workmen, the boys were often at a standstill for want of something to do. It was always difficult to get a supply of work in anticipation of the time when the boys could take it in hand. It had therefore to be obtained from day to day, in whatever quantity the foremen chose to supply it. But the school hours did not coincide with the hours at which the work was given out at the factories; consequently it sometimes happened that the boys were assembled at the school, doing nothing but waiting for the time at which they could get a fresh supply of work. Moreover, on Saturdays the factories do not give out as much work as on the other days of the week. Now, since Saturday was a holiday with the day school, the shoe school boys were all assembled together on that day, and therefore Saturday was the very day on which most work was wanted.

"On examining the statement of accounts for the last year, it will be seen that while the expenditure amounted to 94l. 12s. 0½d., the produce of labour was only 33l. 17s. 11½d., a result which cannot be looked upon as at all satisfactory, when it is considered how very different it might have been, had the school been better supplied with work.

"But the want of funds and the inability of making the industrial school self-supporting were not the only reasons which operated in inducing those interested in the matter to give it up. For notwithstanding the great and well-organized opposition made by the shoemakers of Northampton to the introduction of machinery, there cannot be a doubt that machines must ultimately be introduced. It did not seem, therefore, desirable to teach and to encourage children to learn a trade which eventually might not be so remunerative or so prosperous as hitherto it had been."

DRAWING.

Drawing.

Drawing is taught with various degrees of success in fourteen schools in my district; among the most proficient are those at Nottingham and the neighbourhood. In Nottingham there is a School of Art, which the master and pupil-teachers have the privilege of attending. At an examination held in 1858, four masters and thirteen apprentices obtained medals and prizes for proficiency in this subject after an examination held in the School of Art.

At Leicester, two masters, four pupil-teachers, sixteen boys and girls, and seven students succeeded in obtaining prizes after an examination conducted by an inspector sent down by the Department of Science and Art. Mr. Cole, in a letter to the Rev. Canon Fry, through whose exertions the drawing classes had been established, writes thus:—

“The teaching of the younger students has produced results above the average, and the inspector reports that if the older students, after having drawn outline from examples, should work from nature and copy geometrical solids, vases, and floral forms, the success obtained in their examination would promise results of a still higher character. I have to express the satisfaction of the Department that so much has been done in Leicester, and to suggest that the usefulness of the teachers might be extended by admitting to the evening classes students who wish to study drawing only.”

PRIZE-SCHEMES.

Prize-schemes.

In accordance with instructions received from your Lordships, Mr. Alderson, Her Majesty's Inspector of British and Foreign schools, and myself, on the 3rd of July 1858, examined candidates for prizes awarded by the Coal and Iron Masters Association, amongst the schools of the mining districts of Derbyshire, Leicestershire, and Nottinghamshire. The examination was held in the Holy Trinity schools, Derby, which were kindly placed at our disposal by the incumbent, the Rev. E. M. Wade.

Sixty-three candidates (41 boys, 22 girls) presented themselves from the following schools:—

NAME OF SCHOOL.	Boys.	Girls.
Riddings - - - -	4	2
Ironville - - - -	11	11
Ilkeston - - - -	1	2
Coalville and Snibstone - - -	1	1
Coleorton - - - -	2	—
Claycross - - - -	6	5
Ravenstone - - - -	4	—
Griffydam - - - -	1	—
Eastwood - - - -	11	1
	41	22

Five of these schools are in Derbyshire, three in Leicestershire, and one in Nottinghamshire. The average number in attendance is 996 (520 boys, 476 girls). The number who presented themselves this year was not so large as that in 1857. This diminution must be attributed to the new regulation by which it is provided that all candidates must be the children of parents being actually coal-miners, or workmen employed about such mines; the children therefore of farmers, tradesmen, artisans, and labourers not connected with the above-mentioned works, were excluded from competing for the prizes.

The average age of the boys was 11 years 6 months; that of the girls 12 years 1 month.

Their conduct during the whole of the examination was highly satisfactory; no attempts were made at copying, all were very neatly dressed, and their behaviour everything that could be desired. The appearance presented by the children was that of a number of candidates for pupil-teacherships.

Of these 63 candidates, 20 had obtained a prize in 1857.

They were examined in reading, writing from dictation, and in simple and compound rules: the girls were examined in needlework. Those who competed for the higher prizes were expected to work sums in the higher rules of arithmetic, and to answer questions in grammar and geography.

After a careful examination of the papers, we adjudged prizes to the amount of 71*l.* 10*s.*, amongst 46 candidates (27 boys, 19 girls).

Two more candidates were successful, Slater Ball from Riddings, and William Hallam Lakin, from Ravenstone, but the circumstances of their parents precluded them from receiving a prize from the funds of the Association. With the concurrence of the committee both of these candidates received a prize card, but it is distinctly to be understood that the giving this card is not to be considered as a precedent for the future.

The prizes were distributed in the following proportions:— In 3*l.* prizes, 9*l.*; in 2*l.* prizes, 40*l.*; in 1*l.* prizes, 22*l.*; in 10*s.* prizes, 10*s.* To the candidates from Riddings were awarded 8*l.*; Ironville, 25*l.*; Ilkeston, 5*l.*; Coalville and Snibstone, 1*l.*; Coleorton, 1*l.* 10*s.*; Claycross, 13*l.*; Ravenstone, 1*l.*; Griffydham, 1*l.*; Eastwood, 16*l.*

In giving an account of the examination we wish all the teachers of the schools distinctly to understand that whatever shortcomings the papers may in themselves exhibit, we do not intend by the remarks we make upon them, to reflect in the slightest degree upon the efficiency of the schools, or upon the teachers themselves. The candidates we have examined are chosen from a particular class of boys in the school, and not

from the whole school itself. With the exception of Coleorton all those who have furnished candidates are under inspection, and have been so for some time; we are, therefore, acquainted with their condition, and though some are in a more efficient state than others, yet we have no hesitation in saying that they are upon the whole in fair working order, and that some are amongst the most efficient in our districts.

We found the spelling upon the whole fairly good, the writing good, and the reading fair. In the simple and compound rules of arithmetic nine failed altogether, and there were only four to whom we could give a high mark. The candidates were deficient in their knowledge of weights and measures. In the higher rules of arithmetic thirty-three failed or did not attempt the sums, there being only one to whom we could give a high mark. In grammar twenty-two failed altogether, and only one received a high mark. The answers to the questions in geography showed also a low standard of attainment.

We have felt ourselves unable to award more than three prizes of 3*l.* each, because the other candidates have not fulfilled to our satisfaction one of the conditions of the examination, which is, that those competing for the higher prizes must pass a satisfactory examination in the higher rules of arithmetic, in geography, and grammar.

The needlework was fairly good.

As it might be satisfactory to the subscribers to the fund to know in what way the candidates who were successful last year disposed of their money, a letter was addressed to the teachers of the schools, containing the following queries:—

1. What use did your prize boys make of their money last year?

2. What have they since been doing?

3. Can you state (by way of anecdote or otherwise) any effect of the prize-scheme you may have noticed during the past year?

We have received answers to all these questions from the teachers, who give a very satisfactory account of the way in which the money was laid out, and the good effect which has been produced on the schools. A few extracts from the letters are here subjoined.

One master says that six of his successful candidates put their money into the savings bank, a seventh placed his out at interest, and the eighth expended his money in clothing; he adds,—

“Of the nine boys that received prizes last year, seven are still attending school, two have gone to work, one to the collieries, and the other to a trade. Both remained a considerable time at school after receiving the prize. The

value of the scheme is at once seen in bitter disappointment experienced by those parents and children rendered ineligible by the recent alterations in the regulations."

Another states,—

"I have reason to believe that the prize-scheme has acted beneficially here in keeping the boys longer at school, in securing a better and more regular attendance, and a greater show of diligence by all, during the six months I have been in charge."

The master of ——— school states—

"The prize-scheme has had a beneficial effect in stimulating a more regular attendance at school. I much regret the alteration of the rule of the association, to restrict the prizes to the children of miners, will prevent me bringing any children to compete for prizes this year."

Another states,—

"I have observed that the boys have taken much more interest respecting this year's examination than they did in last year's. I think the handsome cards which have been presented to the successful candidates are highly esteemed both by parents and children; those which the children of this school gained have been neatly framed, and now adorn the walls of their dwellings."

From ——— school :—

"I sent six boys to Derby in 1857, all of whom were successful; of these, three I found had put their money in the bank, another had lent it to his father at a given rate of interest."

These answers afford abundant evidence that the money awarded in prizes by the Coal and Iron Masters Association has been laid out in a satisfactory manner, and that the scheme has already been productive of good. All the successful candidates received in addition to the money a handsomely illuminated card, on which was recorded their certificate of good conduct and the general character of their attainments; the unsuccessful candidates received a similar card.

I subjoin a list of schools who have received the capitation grant during the past year :—

LIST of SCHOOLS in Counties of Northampton, Rutland, Lincoln, Nottingham, Leicester, and Derby, which have received Capitation Grants, with Amount of Grant, and Number of Children on whom such Grants have been claimed, from 31 August 1857 to 31 August 1858.

SCHOOL.	Grant.	Number of Children who have attended 176 Days and upwards.
NORTHAMPTONSHIRE.		
Barnack	£ 7 10 0	27
Brington, Great	5 17 0	21
Brayfield-on-the-Green	4 5 0	17
Bugbrooke	20 15 0	90
Cranford	1 8 0	5
Croughton	8 0 0	32

82 *Schools inspected in Northampton, Rutland, Lincoln,*

SCHOOL.	Grant.	Number of Children who have attended 176 Days and upwards.
Eydon -	£ 11 15 0	43
Finedon -	4 4 0	14
Harleston -	8 6 0	30
Harpole -	14 10 0	51
Kettering -	15 0 0	50
Kilsby -	3 0 0	16
Milton -	7 7 0	27
Middleton Cheney -	5 8 0	18
Moulton and Overstone -	5 16 0	20
Northampton, St. Giles' -	18 13 0	67
" All Saints' -	33 14 0	131
" South Quarter -	5 0 0	20
" St. Peter's -	6 10 0	23
" St. Katherine's -	11 7 0	41
Oundle -	13 19 0	50
Peterborough, Infant -	10 8 4	50
Peterborough, National -	18 0 0	83
Rockingham -	4 6 0	15
Wellingborough -	0 10 0	2
Woodford -	10 14 0	39
Total -	256 2 4	987
RUTLAND.		
Cottesmore -	3 14 0	13
Hambledon -	2 0 0	8
Exton -	9 5 0	37
Oakham, Model School -	18 4 0	26
Uppingham -	15 11 0	57
Total -	48 14 0	141
LINCOLNSHIRE.		
Alkborough -	2 6 0	8
Bardney -	5 5 0	19
Barkstone -	3 18 0	13
Bassingham -	14 0 0	50
Belleau -	6 4 0	22
Bennington (Long) -	9 13 0	35
Binbrooke -	7 6 0	26
Boston, West, Church School -	16 18 0	62
" National -	31 0 0	124
" East, Infants -	10 2 0	37
Brocksley Park -	10 0 0	35
Claypole -	14 0 0	50
Colsterworth -	4 0 0	14
Covenham, St. Mary's -	3 3 0	11
Gainsborough -	15 10 0	54
Grantham, National -	25 0 0	100
Glandford Brigg -	23 2 0	106
Halton Holgate -	0 18 0	3
Harmston -	10 11 0	38
Holland, New -	3 10 0	14
Horncastle -	18 14 0	80
Hulftoft -	7 0 0	25
Lincoln, Miss Cookson's -	12 10 0	50
Laceby -	4 7 0	15
Lincoln, Central -	12 10 0	43
" North District -	13 1 0	45
Market Rasen -	4 16 0	16
Marsh Chapel -	5 4 0	19
Newton-on-Trent -	3 12 0	12
Partney -	6 8 0	23
Pinchbeck (East) -	7 0 0	25
" (West) -	3 13 0	13
Revesby -	0 12 0	2
Saxilby -	6 6 0	22
Scotter and Scotton -	9 2 0	33
Skellingthorpe -	5 18 0	21
Sleaford, Alvey -	4 10 0	15
" Infants -	6 7 0	23
Spalding -	13 9 0	71
Spittlegate -	6 4 0	42

SCHOOL.	Grant.	Number of Children who have attended 176 Days and upwards.
Skirbeck	£ 12 13 0	45
Stamford	2 15 0	11
Waddington	6 10 0	23
Welton, near Lincoln	3 12 0	12
Weston, St. Mary's	7 12 0	28
Withern	3 2 0	11
Winteringham	12 7 0	44
Winterton	14 2 0	40
Wrawby	10 6 0	38
Total	446 13 0	1,650
NOTTINGHAMSHIRE.		
Balderton	7 2 0	26
Basford	3 0 0	10
Beeston	22 24 0	80
Beckingham	5 4 0	18
Bingham	16 2 0	58
Carrington	4 4 0	14
Collingham	9 18 0	35
Eastwood	17 19 0	62
Gringley-on-the-Hill	2 8 0	8
Hawksworth	2 8 0	9
Hucknall Torkard	15 19 0	56
Hyson Green	24 10 0	98
Lenton	39 17 0	138
Lowdham	11 2 0	40
Nottingham, Girls' School of Industry	7 5 0	29
" St. Mary's	28 0 0	112
" St. John's	19 7 0	69
" Trinity	35 19 0	171
" Rutland Street	11 11 0	41
Newark, Christ's Church	18 5 0	73
" King Street, Infants	4 18 0	17
Ollerton	27 0 0	108
Sneinton	15 0 0	50
Southwell, N.S.	15 9 0	56
Sturton	1 19 0	7
Sutton Bonnington	6 18 0	23
Sutton in Ashfield	21 6 0	92
Trowell	2 5 0	9
Worksope, Castle Hill	6 5 0	22
Total	408 17 0	1,531
LEICESTERSHIRE.		
Ashby-de-la-Zouch	19 13 0	91
Barkby	6 11 0	24
Barwell	4 11 0	16
Bottesford	3 13 0	13
Barkstone	12 6 0	47
Broedon	2 14 0	9
Castle Donnington	14 4 0	64
Earlshilton	8 7 0	29
Gilmorton	8 13 0	30
Glenn, Great	7 7 0	27
Hathern	13 11 0	50
Higham-on-the-Hill	7 10 0	30
Hinckley	17 0 0	61
Humberstone	3 3 0	11
Kegworth	22 9 0	80
Kilworth	5 0 0	20
Kilworth (North)	2 3 0	8
" (South)	6 2 0	23
Knipton	4 17 0	17
Leicester, Knighton Street	22 13 0	100
" St. Mary's New Schools, Sexton Street	25 5 0	91
" St. Mary's Old Schools	14 2 0	50
" St. Margaret's	11 6 0	40
" County School	43 3 0	186
" Curzon Street	15 0 0	50
" St. John's	24 18 0	86

84 *Schools inspected in Northampton, Rutland, Lincoln.*

SCHOOL.	Grant.	Number of Children who have attended 176 Days and upwards.
Loughborough, Emmanuel	£ 21 17 0	97
Long Wharton	14 1 0	50
Market Harborough	13 12 0	48
Moirs	13 4 0	48
Melton Mowbray	17 8 0	74
Nailstone, Infants	7 15 0	28
" National	4 10 0	16
Oadby	6 12 0	23
Sheepshed	14 6 0	51
Syston	6 18 0	28
Thurmaston	13 19 0	53
Thurlaston	0 12 0	2
" Infants	11 10 0	46
Twyford	10 15 0	39
Waltham-le-Wold	5 17 0	21
Wigston Magna	14 15 0	63
Total	504 12 0	1,932
DERBYSHIRE.		
Alkmonton	1 5 0	5
Ashbourne	17 7 0	66
Allestree	7 15 0	31
Beighton and Hackenthorpe	6 5 0	22
Belper	15 14 0	57
Bonsall	6 3 0	24
Brailsford	10 6 0	36
Castleton	7 4 0	24
" Girls	3 5 0	13
Charlesworth	6 10 0	23
Clifton (Mixed), 1857	2 5 0	9
" 1858	1 10 0	6
Chesterfield, Victoria	23 11 0	100
Claycross	6 2 0	22
Codnor and Coscoe	6 7 0	22
Derby, Curzon Street	28 5 0	113
" All Saints	31 14 0	118
" St. Alkmund's	31 8 0	132
" St. Peter's, Traffic Street	4 6 0	17
" Devonshire Street	10 16 0	36
" Trinity	85 9 0	472
Derby and Lichfield Diocesan Practising School	2 15 0	11
Derby, St Michael's	8 19 0	34
" St. Paul's	14 4 0	50
Draycott and Wilne	14 10 0	63
Duffield	14 8 0	48
Eaton, Little	19 8 0	71
Heanor	9 15 0	39
Ironville	36 4 0	129
Ilkeston	16 1 0	58
Matlock	22 0 0	70
Measham	12 13 0	44
Melbourne	18 13 0	66
Normanton	4 0 0	16
Riddings	12 18 0	43
Ripley	16 10 0	66
" Boys	16 0 0	64
Scropton	4 15 0	19
Stoney Middleton	7 18 0	27
Shirley	7 10 0	27
Smalley	4 10 0	15
Spondon	5 0 0	17
Stanton-by-Dale	10 14 0	38
Stapenhill	2 15 0	11
Shaveley Works	23 15 4	142
Tibshelf	7 8 0	26
Wirksworth	7 15 0	27
Total	634 5 0	2,569

Nottingham, Leicester, and Derby, in the Year 1858. 85

SUMMARY of the foregoing.

COUNTY.	Grant.	Number of Children who have attended 176 Days and upwards.
	£ s. d.	
Northampton - - - - -	256 2 4	897
Rutland - - - - -	48 14 0	141
Lincoln - - - - -	446 13 0	1,650
Nottingham - - - - -	403 17 0	1,531
Leicester - - - - -	504 12 9	1,932
Derby - - - - -	634 5 0	2,569
Totals - - - - -	£2,294 3 4	8,810

I have the honor to be, &c.

J. J. BLANDFORD.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, the Rev. W. H. BROOKFIELD, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of SURREY, SUSSEX, and KENT, and in the CHANNEL ISLANDS.

MY LORDS,

THE following is a statement of the disposition of my time from the 1st of September 1857 to the 31st of August 1858, inclusively :—

	Days.
Inspecting elementary schools and Normal colleges	123
Collective examinations of pupil-teachers and candidates for certificates of merit	27
Revising examination papers and reporting on them	68
Preparing general report for 1857	28
Diaries and correspondence	46
Public holidays	6
Private vacation	6
Illness	2
Sundays	51
Travelling	8
	365

The elementary schools referred to in the above schedule comprised 183 schools.

Since my last report I cannot honestly say, with regard to the elementary schools in my district, that the oral reading is improved as an articulate, and intelligent, and intelligible accomplishment for fireside and cottage purposes; or that the arithmetic is less abstract and more available for the constantly recurring petty problems of the market. I cannot say that observation, and reflection, and interpretation on the book of nature, as it lies open either in town or country, are materially quickened; or that generally instruction seems to me more practical, more characterized by *common sense*, or more connected with the probable duties and the daily task of life which await the children of these schools, than when a few months ago I ventured to make deficiencies in these respects the subject of comment to your Lordships. But neither, on the other hand, has there been any falling off in those particulars in which it was my more pleasing duty to speak with

commendation. Measured by the more defined and technical official standard, I have no reason to believe, but quite the contrary, that the schools of the South-Eastern district fall in any degree behind, whilst several amongst them are in a state of efficiency in all respects such as to justify commendation almost unqualified. The strictures, too, which I have passed rather upon the practical quality than upon the extent of the attainments of the children generally, and particularly upon their oral reading, by no means extend to the pupil-teachers, who, in that respect especially, have made considerable progress, and who discharge their duties (if I except methodic teaching, which, at their immature age, might be too much to be expected from them) in a creditable and efficient manner, and who prosecute their private studies with industry and perseverance; while their moral conduct, with very few and slight (or at least with exceedingly few more serious) exceptions has been all that could be desired. Of the teachers themselves, whether as respects their personal character, their moral influence upon their schools, the competency of their attainments, or their professional devotedness, it would be difficult to speak too highly; and no words would suffice to express my gratitude for the courtesy, the consideration, and goodwill with which our official visits are entertained by them.

I subjoin a brief summary, by my colleagues and myself, of our general estimate of the schools under separate teachers, which we have inspected during the year, which will not be found discouraging.

The Rev. R. L. Koe has visited 272 schools, which he marks as follows:—

Good	-	-	-	-	-	28
Fair	-	-	-	-	-	130
Inferior	-	-	-	-	-	114
Total	-	-	-	-	-	<u>272</u>

Of these, 133 were conducted by uncertificated, and 139 by certificated teachers.

The Rev. A. R. Grant records:—

Good	-	-	-	-	-	46
Fair	-	-	-	-	-	106
Inferior	-	-	-	-	-	87
Total	-	-	-	-	-	<u>239</u>

Of these, 69 were conducted by uncertificated, and 170 by certificated teachers.

I have myself inspected :—

Good	-	-	-	-	-	45
Fair	-	-	-	-	-	75
Inferior	-	-	-	-	-	63
Total	-	-	-	-	-	183

Of these, 58 were conducted by uncertificated, and 125 by certificated teachers.

Total inspected in the district :—

Good	-	-	-	-	-	119
Fair	-	-	-	-	-	311
Inferior	-	-	-	-	-	264
Gross Total	-	-	-	-	-	694

Of this gross total, 260 were conducted by uncertificated, and 434 by certificated teachers.

It will be observed, that with the aid of Mr. Grant as additional Assistant Inspector in this district, we have been able to exceed, by 198, the number of schools (which was 496) inspected during the preceding year; the present number reaching 694. This includes, however, many very small, secluded, rural schools, which accounts for the large proportion marked "inferior."

It is important to remark, that my colleagues and myself have arrived at the independent but unanimous conclusion, that of the schools in this district marked "Good," not only the absolute majority, but the major *proportion*, are conducted by teachers holding not the higher, but the third class of certificates of merit.

I may be permitted to add that an increase from 496 to 694 schools actually inspected during the past year; of certificated teachers from 332 to 434; and of pupil-teachers from upwards of 600 to upwards of 900, with a full proportion of Queen's scholars from the completed apprentices recently competing for that advantage, are significant indications of the favourable recognition with which our operations are regarded in this district, and of the rapidly extending field which those operations occupy; and even if the prevailing character and quality of the instruction given—considered not merely as a technical and mechanical accomplishment, but as a living, growing, fruitful possession, still continue to fall something short of that standard which your Lordships are desirous to establish. It is my conviction, nevertheless, that what has been already achieved in this district is so great an advance on times which men yet young remember, as to justify mani-

fold the cost and labour which have been expended on it; and to vindicate the paradox—if paradox it be—that, to give utterance to wishes, expectations, and suggestions of improvement for the future neither expresses nor implies remonstrance or dissatisfaction with the past.

I have the honor to be, &c.

W. H. BROOKFIELD.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, the Rev. W. J. KENNEDY, M.A., &c., on the CHURCH OF ENGLAND SCHOOLS inspected in the County of LANCASTER, and in the ISLE OF MAN.

MY LORDS,

Number of
schools.

I HAVE the honor to present my report for the year 1858. The number of Church of England schools in Lancashire and the Isle of Man at this time receiving regular annual aid of some kind out of the Parliamentary grant for education is 333. This number represents, not single schools, but sets of schools, each of which comprises for the greater part two or three schools under separate teachers, and where there is a night school, even four schools.

There are, besides, in the district about 70 sets of schools which are liable to inspection as having received aid out of the Parliamentary grant, since the formation of the Committee of Council on Education, but which have not qualified themselves to receive annual aid by the appointment of certificated teachers.

The increase of schools receiving annual aid in this district, between January 1857 and January 1859, is 80 in number, or at the rate of 40 a year. This increase is at a greater ratio than in the few preceding years; and the increased ratio is principally owing, I have no doubt, to the extension of the capitation grants to such districts as I am chiefly concerned with, viz., populous towns. It is these grants alone in many cases which have enabled the managers of the schools to engage certificated teachers, and so to qualify their schools for the other annual aid given by your Lordships.

Night
schools.

The increase of night schools has recently been very considerable. Thirteen night schools have been inspected in connexion with the "East Lancashire Union of Mechanics and other Institutions," which has been organized by Sir James Kay Shuttleworth; and many other night schools are now inspected with a view to annual grants, especially perhaps in the neighbourhood of Manchester. About 35 such schools in all are now due or becoming due for regular annual inspection. When I first came into Lancashire, ten years ago, there was no school of this kind requiring periodical inspection. The first impulse given to these schools was by your Lordships' first Minute of 23 July 1852, recognizing assistant-teachers, and which is just cancelled. But the main impulse I attribute

to your Lordships' Minute of 1 March 1855, which awards annual grants varying from 5*l.* to 10*l.* to the voluntary teachers of night schools.

Your Lordships' more recent Minute of 26 July 1858, by which it is hoped that night schools may obtain the advantage of being superintended and taught by trained and certificated teachers, and by which they may receive capitation fees out of the Parliamentary grant, will no doubt impart a further development to such institutions. It is calculated in Lancashire that a night school for males may by means of this Minute receive nearly 40*l.* a year from your Lordships towards its efficient maintenance, and a night school for females nearly 35*l.*

The need of the night school is undoubted, where the population goes to work at so early an age as in this district; and I see no sight in the course of my work more interesting than that of the young men and women who frequent these schools, coming as they do after a hard day's toil almost direct from their work, some to begin the very rudiments of learning, others to improve themselves in studies such as arithmetic and mathematics, which cannot but be dry and comparatively uninteresting to beginners. It seems to me a peculiarly interesting fact,—for fact I believe it is,—that a desire of self-culture thus attracts numbers to the night school, who would by no means come there for the sake of mere intellectual amusement.

The present great defect of our night schools I find to be, the want of due classification and method, and of more teaching power. These wants will be remedied by the introduction of trained certificated teachers and of assistant teachers, such as the Minute of 26 July 1858 is perhaps calculated to bring about.

One of the consequences of the great and ever-increasing development of day and night schools demanding regular inspection is, that it is impossible any longer for two Inspectors of Church of England schools to get through the work of the district in any manner. My colleague, the Rev. W. Birley, and myself have been very anxious to get on without help as long as we possibly could; but we are now under the absolute necessity of requesting your Lordships to add permanently to the staff of Inspectors of Church of England schools in Lancashire.

I may add, as an additional reason for this request, that it seems highly desirable that your Lordships should provide more than has hitherto been done for the regular inspection in this district of those schools, about 70 in number, which have received grants for building from the Parliamentary

grant, but which have not yet qualified themselves for annual aid. Some of these schools have not been inspected more than once during the last ten years. Several of them have received very large building grants without adequate efforts having been subsequently made, I fear, to carry on good day schools in them. But I postpone further remarks on these schools, and any enumeration of the schools by name, till every one of them has been inspected again, and we hope by great efforts to visit all these schools before the end of another year.

Progress and
efficiency of
schools.

From what has been said above it would appear that the increase in *numbers* of the schools in this district, which qualify themselves for inspection and for annual aid out of the Parliamentary grant is on the whole satisfactory. There remains for consideration the no less important question, whether the internal work of the schools is advancing, whether, in short, education is improving in quality as well as in quantity.

That every school which for the first time engages certificated teachers, and obtains pupil-teachers and other yearly aid, makes a great step in advance there is no doubt. In such a case I have always found that a certain amount of improvement takes place in the instruction, in the discipline, and in the fittings, organization, and whole character of the school. The school becomes worked up to a certain pitch of efficiency which is very valuable. For a variety of reasons, however, which I have in several reports set forth, our schools for the poor never seem to get beyond a certain point of success, and one which must be considered as far too limited.

Those schools must, I think, be considered to have done their work best where the scholars show, after they have gone to work, that they have a continued desire to improve themselves; and the night schools, if they become general, will be one test of the efficiency of the day schools. I think we may expect that a good day school will then, in most cases, give rise to and furnish scholars to a flourishing night school. This is already the case in more than one instance. One of the very best night schools in the district is in the same school where there is one of the very best day schools, and the evening scholars are to a great extent the old pupils of the day school.

Though I have stated that the success of our best schools is too limited, yet I do not mean it to be inferred that some of them do not go to the full extent of success which circumstances permit. On the contrary, after taking into consideration the early age at which the scholars leave, the general irregularities of attendance, the want of home culture, and, in some places, the indigenous roughness of the people,

my only wonder is that so much has been accomplished. I believe, for instance, that in the Rochdale parish school as much has been effected as possible; and those who are well acquainted with the native rudeness of that district tell me, that my satisfaction with the school would be enhanced if I knew the people as well as they do. In Lancaster, again, the scholars of the parish school have been raised to a higher pitch of attainments than I ever met with in such a school. And in the school of St. Luke's, Heywood, the attainments of the boys in some subjects, especially in arithmetic, would do credit to educational institutions of the highest grade.

I could wish that in towns the scholars in each first class should have special schools, under teachers holding first class certificates. In that case a rise in attainments would probably ensue. In other words, I should like to see another and higher grade of schools, specially adapted to such boys as are now found in the first class of National schools. I do not think that any additional expense need be caused by such a system. The present system in England of attaching all the education a boy receives, from infancy till he leaves school at twelve or thirteen, to one set of schools supported by a Congregation, prevents there being those gradations in schools which would almost certainly be established on a more general and public system, and which do exist in some other countries. Our system, in accordance with which the Congregation takes charge of the building of a school and the carrying on a boy's education in its own school from first to last, may have its own special advantage; and I believe that in a religious point of view it has an advantage. But still I see, or fancy I see, that it has a tendency to chain down our elementary schools to one dead level, which need not otherwise have been. The clever boys in our large towns have no opportunity of passing on from school to school, and of finding themselves grouped together under specially able masters; but whatever may be a boy's ability he must still go on in the same school with mere infants, and under the same master.

The development of the pupil-teacher system has kept full pace with the increase of inspected schools in my district. Upon adding up the number of apprentices, whose names are sent down to me on Forms XXI., I find that the forms issued to me for the months beginning on the 1st of March 1858, ending in February 1859, contain the names of 1,057 apprenticed pupil-teachers; and this number is, of course, increasing with each fresh school that comes under inspection.

I am glad to be able to report, that not only are the pupil-teachers found most useful auxiliaries in the instruction and government of the schools, but that their conduct in almost all

cases is most exemplary. It very rarely happens that any serious complaint is made of the conduct of a pupil-teacher, and still more rarely that one has to be removed for grave misconduct. At the last examination for Queen's scholarships, in December 1858, 62 female pupil-teachers from this district were successful, and 52 male apprentices; 114 in all. In this year, as in all former years, the female pupil-teachers from my district have acquitted themselves much better in the Queen's scholarship examination than the male pupil-teachers. Out of the female pupil-teachers who have gained Queen's scholarships, my district has the first Queen's scholar in the first class, and 20 Queen's scholars out of the first 64.

The comparative superiority of the female pupil teachers to the male pupil-teachers, I have always been disposed to attribute to the greater choice there is in my district of female candidates for apprenticeship than of males; and this is owing to the demand for the services of intelligent boys in Lancashire. The result is, that the intelligent well-behaved boys are absorbed in the ordinary employments of the district; and the offers of the Committee of Council are not sufficiently attractive. I believe that my colleague, the Rev. F. Watkins, has found a similar result in the West Riding of Yorkshire, a district resembling Lancashire in character. I wish, therefore, that your Lordships could make the office of pupil-teacher more attractive to youths and their parents in such districts. I see, however, what difficulty exists about offering higher remuneration to pupil-teachers in one district than in another; and I fear we must submit to be outbid by the employers, in the ordinary occupations of life.

I have stated that 114 pupil-teachers from my district have been successful, on the last occasion, in gaining Queen's scholarships. I am unable to state exactly how many tried and were unsuccessful. Several failures, however, have been reported to me, and have distressed me, because I do not in all cases see what resources the unsuccessful candidates can fall back upon, particularly in the rural parts of my district. I am afraid that from year to year this consideration will become more urgent. For this reason I would again call serious attention to the suggestion which I made last year, viz., that the parents of pupil-teachers should be induced to put aside, during each year of the apprenticeship, all the money above 10*l.* which their children receive from your Lordships. The sums thus saved, would enable those who failed in obtaining Queen's scholarships to pay for their own training for one year. If your Lordships would lend your sanction to this suggestion, and call the attention of school managers to it whenever an apprenticeship takes place, I have some confidence that it would often be

attended to. I printed last year, as an appendix to my report a form, by which parents and guardians might bind themselves to do as I recommend, and which has been employed in some cases.

As regards the superintendence of schools, I am glad again to bear my most sincere testimony to the fact, that in the schools which I visit the clergy generally take the warmest interest in promoting their welfare. In very many cases, regret is expressed that the laity do not take that active part about the schools which is desired. This apparent apathy, no doubt, often arises from the engagements of the laity, which prevent them from taking a personal part in the work of school committees. I regret, however, to say that the impression strongly left on my mind is, that as a general rule there is much apathy of feeling about the education of the poor. The principal test by which I arrive at this conclusion is the *money* test. On the whole, I feel compelled to admit that the voluntary pecuniary support given to the erection and efficient maintenance of schools is not satisfactory. Very painful cases of backwardness in promoting schools come under my cognizance. On the other hand, I feel bound to state, and I have the warmest pleasure in stating, that there are many noble exceptions to the general rule. For instance, if I were to state in detail to your Lordships all that has been done for Church education in Manchester and its neighbourhood by Mr. Herbert Birley and his brothers (of the firm of Macintosh, Birley, and Company), I should scarcely be believed. Five churches and six admirable sets of schools are monuments of their unostentatious labours and liberality; not to speak of the extensive free school, the large night school, and other schools which I have found carried on and supported entirely by them. Except the labours and benefactions of Mr. W. Cotton, in the district of Bethnal Green, I have never heard of anything equal to what has been done by the Manchester gentlemen whom I have named. Similar acts of munificence in education I find done near Bolton, by Mr. J. Ainsworth of Halliwell, and in Liverpool by Mr. Anderson, and I find them elsewhere. The fact, however, still remains, I fear, at the bottom, that more liberality, and more active personal interest are needed for schools on the part of the laity at large.

There is, however, another cause, I believe, besides mere apathy or niggardliness which stops that advance in schools which would result from the more active exertions of the laity; I mean a great amount of ignorance about elementary schools,—ignorance of what they are, and what they should be, and of what they might be. One gentleman, who now interests himself greatly for schools, told me that he blamed

himself much for having remained so long ignorant about the uses and capabilities of the parochial schools ; and I know of several districts, some having considerable endowments, where I am convinced that it is mainly ignorance of the subject which causes the laity to let the educational state of the districts remain as it is.

Condition of
premises
and furni-
ture.

I am glad to be able to say that we have generally found the buildings of those schools we have visited in a very fair condition, and the furniture, apparatus, and books tolerably satisfactory. I think these points have been on the whole better than in any other year, and I attribute the result to the increase of the capitation grants. At the same time, it must be borne in mind that our visits were almost exclusively confined to the best schools in the district. One point as regards buildings forced itself on my attention, viz., the inexpediency of narrow rooms for infant schools. In some new school-rooms, which were otherwise admirable, as those of St. John the Baptist's in Hulme, and those of St. Saviour's, Liverpool, the narrowness of the infant school-room seemed a great blot. It allows little scope for the physical exercises so useful for infants, and it causes a noisiness which would in some measure be lost in more spacious rooms.

Efficiency of
teachers.

The teachers of the district continue to discharge their duties skilfully and laboriously, bearing up cheerfully against the disheartening irregularities and shortness of attendance of the scholars. I think that only one or two cases occurred in which your Lordships declined, owing to the inefficiency of the schools, to pay to the teachers the augmentation conditionally due on their certificates. We have had less reason than in preceding years to complain of the changes made by teachers from school to school.

Scholars at-
tending the
schools.

I have spoken of the attainments of the children of our schools under the head of school progress. In regard to the attendance at school, while I regret on many accounts the early age at which the children leave school in order to help to maintain themselves, yet I by no means find that children are leaving school for this purpose earlier than they used to do. I believe that the contrary is rather the case than otherwise.

Schools of
art.

There is one special subject of education which has been introduced of late years into our schools and among the pupil-teachers, I mean Drawing. I am happy to report that the study of this branch of education is spreading to a considerable extent among the pupil-teachers, and to some little extent, though slowly, among the children of the schools. There are now Schools of Art in Manchester, Liverpool, Bolton-le-Moors, Warrington, Lancaster, and Burnley ; and recently

the master of the Lancaster School of Art has undertaken to come to Preston, and has a class comprising nearly all the Church of England teachers and pupil-teachers in that town. I trust that ere long most of the large towns in Lancashire will each have a School of Art of its own. The work of providing a suitable room, of supplying it with proper fittings and apparatus, and of guaranteeing an adequate stipend for a year or two to a good certificated drawing master, ought not to be any difficulty in these districts.

In addition to the regular work involved in the inspection of schools, your Lordships kindly allowed me to examine the candidates for prizes in connexion with the East Lancashire Union of Mechanics and other institutes. This Union has been organized by Sir James Kay Shuttleworth, and worked and developed by him during the last two years, at the expense of infinite labour and care.

East Lancashire Union of Mechanics and other institutes.

Its main object is to provide means for young persons of both sexes to carry on their education after they have left the elementary school and are engaged in the daytime in their various avocations. It may be called a scheme for secondary education, to be obtained in the evening, the only time at which the juvenile poor in England could obtain it.

There is a board of management, of which Sir James Kay Shuttleworth is chairman. There are also the following officers; a secretary and two very accomplished organizing masters, selected from the best certificated masters, and to whom your Lordships allow the augmentation conditionally due on certificates. The principal duties of the organizing masters are to visit regularly all the evening schools in union, to arrange and superintend the work, and to teach and lecture in them.

In addition, the evening schools of the Union, 13 of which have been inspected, have voluntary teachers of their own, and your Lordships grant 10*l.* to such of those teachers as have been able to show their competency by examination, in accordance with the Minute of 1 March 1855.

A work of great importance would have been accomplished by this Union, had its work stopped here. But, annexed to all this is a prize-scheme, somewhat on the model of the schemes which were suggested and developed by Mr. Seymour Tremenheere, and which have been worked in Staffordshire, Yorkshire, and elsewhere.

The scholars, male and female, of the evening classes of the East Lancashire Union have prizes offered to them annually, for which they compete. The prizes consist of money, of books, and also of certificates of competency in an English education.

98 *Schools inspected in Lancashire, and in the Isle of Man*

Many of the employers of labour in the district, have engaged to give a preference for employment to those who hold certificates from the Union.

Last year, 20 candidates only presented themselves before me, as candidates for these prizes and rewards. But the scheme has received such great development in this its second year of operation, that I had to examine no less than 98 candidates, chiefly young men.*

This union is unquestionably the great fact, respecting education in Lancashire, during recent years. As long as Sir J. Kay Shuttleworth continues to work it, I entertain no doubt of its continued development and success. The question is, whether the gentlemen of the neighbourhood, who at present so zealously work the Union along with him, will combine to superintend this great work, when for any reason, Sir J. Kay Shuttleworth may retire from his labours. I sincerely trust that they may do so; but it is difficult to rely on the continuity of voluntary labours.

I cannot conclude my report without thanking your Lordships for kindly allowing my colleagues, the Rev. Dr. Woolley, the Rev. B. J. Binns, the Rev. T. W. Sharpe, and the Rev. R. Temple, to give their most efficient services for brief periods in this district.

I have the honor to be, &c.

W. J. KENNEDY.

To the Right Honorable

The Lords of the Committee of Council on Education.

* A printed report of details may be obtained by application to the Secretary, Mechanics Institute, Burnley.

GENERAL REPORT, for the Year 1858, on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of CHESTER, SALOP, and STAFFORD, by Her Majesty's Inspector of Schools, the Rev. J. P. NORRIS, M.A., late Fellow of Trinity College, Cambridge, &c.

MY LORDS,

January 1859.

THE appointment of a second Assistant Inspector to this district in September 1857 enabled us during the past year to visit a larger number of schools than had been inspected in any previous year. Out of 418 visits of inspection, 111 were to schools not hitherto in receipt of annual grants. These visits of simple inspection have in most cases led to an application on the part of the managers for annual grants, and to a consequent improvement in their schools. The number of schools now credited with annual grants in my district is about 350. The annual-grant schools are so confessedly superior, as a rule, to the schools which do not avail themselves of this kind of assistance, that the number of the former may safely be taken as a measure of the progress of education. Judged by this criterion, the education of the district appears to have been steadily advancing during the last nine years.

Number of schools inspected, and progress of education in the district.

In 1849, the number of annual-grant schools was 71;

In 1852, it was 130;

In 1856, it was 265;

At the close of 1858, 350.

With respect to the management and superintendence of these schools, I have to report that about, — School management.

43 per cent. are managed by the clergyman in concert with a committee;

37 per cent. by the clergyman alone, the committee being either inactive or not in existence;

9 per cent. by the clergyman and chief landed proprietor conjointly;

5 per cent. by the chief landed proprietor or his family;

3 per cent. by a lay committee;

3 per cent. by the proprietor of neighbouring works.

In each locality those who are willing to make themselves responsible for the pecuniary maintenance of the school become its *de facto* managers, whatever be its constitution by trust deed.

I hold it to be a most important advantage of the *voluntary system* that it thus practically places the government of the

school in the hands of those who take the truest interest in its welfare. No *rate system* could secure this.

Finance.

Turning to the subject of school finance, the great difficulty continues to be *the support of small country schools*. For it is plain that 50 children require as efficient, and therefore as highly paid, a teacher as 150 children. Consequently, I find that whereas in large schools the annual cost to the locality per scholar is not more than 12s., or even 10s.; in small schools it rises to 20s., or even 25s. Supposing the school-pence in each case to amount to 10s. per scholar, we see that a large school may be almost self-supporting, while the small school requires subscriptions to the amount of 10s. or 15s. per scholar. The only remedy which I have to propose is the association of a *middle-class school* with the elementary school in country parishes, according to the plan suggested in my last report. Such a scheme would not only help to support our small elementary schools, but would also greatly improve the character of our middle-class education. Of course such a plan could only be carried out where the school managers were active and efficient.

As a general measure, I believe it would be fair to graduate the rate of the capitation grant inversely as the number of scholars *in attendance*. At present it is graduated inversely as the number *on whom the grant is claimed*; and consequently, except in very large schools, the rate is uniform.

Comparing the returns from schools under certificated teachers with those from schools under uncertificated teachers, I find that, putting Government grants out of account, the former are somewhat *less* expensive than the latter. The reverse is commonly believed to be the case; managers frequently say to me, "We cannot *afford* to have a certificated teacher." My returns prove that this is a mistake. They show, indeed, that the average income (from all sources) of a certificated master is 95*l.* and of an uncertificated master only 56*l.* But they show also, that the average local cost per scholar in schools under certificated teachers is only 19*s.* 6*d.*; while in schools under inferior teachers it is 20*s.* 6*d.* This apparent anomaly is explained by the fact that the excess of salary required for a certificated teacher is wholly, or almost wholly, covered by the annual grants to which the school becomes thereby entitled; while, at the same time, the efficiency of the school being increased, the funds arising from school-pence are sure to increase also.

Thus it appears, that the operation of your Lordships' Minutes has been greatly to increase the emoluments of

teachers, without adding to the demand made on local resources. This was, I conceive, precisely the policy intended by Parliament when the annual grant scheme was sanctioned in 1846. Individual schools have been greatly improved without either increasing or lessening the demand upon the parishes in which they were situated; while, at the same time, a great number of parishes, previously inactive in the cause of education, have been stimulated to a like amount of voluntary effort.

Eighteen parishes in my district have received building grants for the erection of new schools during the past year. Many more are in progress. And I find that twelve separate grants were made for the improvement of existing school-buildings. In all, 7,301*l.* 14*s.* 7*d.* has been spent out of the Parliamentary grant on school-buildings in these three counties within the twelve months. The amount raised locally to meet this sum has probably been about 10,000*l.*; which added to the 40,000*l.* raised locally, (from children's payments, subscriptions, or endowment,) for the annual support of the schools inspected, gives a round total of 50,000*l.* as the amount supplied from local resources to meet your Lordships' grants during the past year.

From the analysis of school incomes given in the summary tables it appears that the amount arising from children's payments continues to be about equivalent to that raised by subscription. The weekly school fees range from 1*d.* to 4*d.*; the average rate being, as nearly as possible, 2½*d.* per scholar.

That school managers are becoming more generally alive to the advantages offered by your Lordships' Minutes is shown by the rapid increase in the number of accredited teachers. In the last two years the number of certificated teachers in Cheshire, Salop, and Staffordshire, has risen from 234 to 368; the number of pupil-teachers from 454 to 686. Teachers.

Of my pupil-teachers I have a satisfactory report to make. 45 boys and 51 girls presented themselves last month as candidates for Queen's scholarships, in all 96; and of these, 38 boys and 32 girls, in all 70, were successful. This is a much larger number than in any previous year. Pupil-teachers.

Of the pupil-teachers who have passed away from the schools under my inspection in former years, and whose subsequent career must be a matter of much interest to your Lordships, I can offer a tolerably complete account collected from my memoranda.

I find that out of 395 apprenticed, 317 completed their apprenticeship, and 78 failed to do so.

The 78 failures in the course of apprenticeship are explained by the following Table :—

	Boys.	Girls.	Total.
Failed through sickness - - -	2	3	5
" " death - - -	12	6	18
" " misconduct - - -	20	15	35
" " want of ability - - -	16	4	20
Total - - -	50	28	78

The 317 who successfully completed their apprenticeship are accounted for in the following table :—

	Male.	Female.	Total.
Now in charge of schools { certified -	51	30	81
{ uncertificated -	37	26	63
Now completing their { as assistant teachers	17	3	20
training - - - { as students -	33	27	60
Dead - - - - -	2	5	7
Following other pursuits - - -	44	19	63
Unaccounted for (some, no doubt, in charge of schools) - - -	4	19	23
Total - - - - -	188	129	317

Thus it appears that of the pupil-teachers who complete their apprenticeship in my district at least *three-fourths* follow the business of teaching.

That out of 395 apprentices only 35 (or one in eleven) should have been cashiered for misconduct is, I think, a satisfactory proof of their general good behaviour, and of the carefulness of their training. But I still have to complain of the fickleness with which some of the younger teachers break their engagement to their pupil-teachers whenever they think that they can better themselves by a change of school.

Instruction. The improvement in respect of instruction during the past year has been in the *elementary* subjects. I wish to call especial attention to this fact, because there is a misapprehension abroad that the effect of your Lordships' Minutes has been to depreciate the elementary subjects, and concentrate too much attention on grammar, geography, and the like.

Comparing the results of our examinations in 1857 with the results in 1858, I find that the numbers of schools in which

reading, writing, arithmetic, and Holy Scripture were reported to be well or fairly well taught were respectively,—

	1857.	1858.
Reading - - -	74 per cent.	82 per cent.
Writing - - -	78 "	81 "
Arithmetic - - -	67 "	69 "
Holy Scripture - - -	83 "	84 "

In *geography, grammar, and history*, I find a falling off, which need not, perhaps, be much regretted, inasmuch as it is clearly due to the greater attention given to the elementary subjects.

I trace in these facts the influence of the Inspector's yearly examination. During the last two years we have agreed to examine very mainly in the elementary subjects, bestowing less attention than heretofore on the higher subjects. The result appears in the figures quoted above. The unconscious bent of the teachers will, perhaps, always be in the other direction, for the task of teaching geography and history is far easier and less irksome than that of teaching to read and write thoroughly well. It seems desirable, therefore, that Inspectors, school managers, and officers in training schools should throw their weight into the other scale; for of the comparative importance of the two sorts of lessons to school children there can be no doubt. That teachers should give their principal attention to these essential subjects of instruction is rendered still more desirable by the fact of the very early removal of children from our schools.

Children first come to school, in the country, at about six years old; in towns, at four or five. Nearly all continue to attend, with more or less regularity, until nine or ten. After their tenth birthday they rapidly fall off. Out of any *ten* children of the age of ten years present in school in 1858, I should probably find *eight* remaining in 1859, *six* in 1860, *four* in 1861, *two* in 1862, and *one*, perhaps, (a tradesman's or farmer's son) might stay until 1863, that is, until his fourteenth birthday. (This calculation is based upon the summary table of age. Vide Table, p. 3.)

It is not easy to exhibit statistics of age that shall convey a true notion to general readers. The per-centages appended to our reports are clearly deceptive for purposes of comparison. In one school I may there find twenty per cent. of the total number over twelve years of age, and in another school fifteen per cent., and yet the children in the first class of the latter school may be *older* than the children in the first class of the former. This apparent paradox is explained by the fact of a large number of infants being included in the returns of the latter school, and a comparatively small number, or none, in those of the former.

Perhaps the fairest way of comparing schools in respect of age is by giving the mean age of the children composing the first class of each school.

I have by me returns of the mean age of the first class in 224 pupil-teacher schools in my district. Taking averages of these, I find that the mean age in the first class is in,—

Shropshire	-	-	Boys 11·22 years.
"	-	-	Girls 11·29 "
Staffordshire	-	-	Boys 11·16 "
"	-	-	Girls 11·23 "
Cheshire	-	-	Boys 11·07 "
"	-	-	Girls 10·79 "

The low age of the girls in the Cheshire schools is clearly due to the great demand for their labour in the cotton and silk mills. In Staffordshire the age is higher than it used to be, the improvement being mainly attributable to the prize-schemes and registration scheme.

It may be said generally that, on an average, the mean age of the first-class children of the better schools in my district is *eleven years*. As a rule, the country schools are perhaps a little above the average, and the town schools a little below it. But I find it difficult, in looking over these returns, to detect any general law pervading them. I incline to believe that the causes which influence the stay of children are to be sought much more in the character of the school than in the circumstances of the neighbourhood. Where the teacher and school managers are popular, there the children are sent regularly and allowed to stay. Where the teacher is languid, or the school manager unpopular, there the children leave early and are irregular. For instance, the two schools which in Staffordshire present respectively the highest and the lowest returns of first-class age, are within a few miles of each other, in parishes very similarly circumstanced as to population, both being partly agricultural and partly mining. In one school the mean age of *boys* is 9·6, and of *girls*, 9·5; and in the other, that of *boys*, 13·66, and of *girls*, 15.

I am glad to observe that the returns of average age and continuance at school are higher in annual-grant schools than in non-annual-grant schools. Some have feared that the effect of improving the school and stimulating the progress of the children would only be that they would be withdrawn still earlier. The statistics of my district prove that the reverse has been the case.

I have the honor to be, &c.

J. P. NORRIS.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, the Rev. D. J. STEWART, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected by him in the Counties of HERTFORD, BUCKINGHAM, BEDFORD, CAMBRIDGE, and HUNTINGDON.

MY LORDS,

Cambridge, 1859.

DURING the school year ending on the 31st of August 1858, an increase has taken place in the number of schools claiming aid from the Parliamentary grant. This increase has been, in some cases, clearly the result of moral influence, or of a combination of moral influence with practical skill exercised by teachers on the localities in which they are placed. At the same time, it is equally a fact, to which I beg to call your Lordships' attention, that greater progress might have taken place if trained teachers showed generally more unmistakeable power in school management. I am also prepared to prove that cases have arisen where managers have felt considerable hesitation in continuing their applications for annual grants on account of this deficiency in practical skill to which I have alluded.

Increase of schools in this district.

In some schools I am glad to say that efforts have been made to introduce such reading books as Robinson Crusoe, Charlie Burton, The Swiss Family Robinson, &c., and the example would be followed much more largely if books of this style were published at prices within reach of the funds of an ordinary school.

Reading books.

When it is remembered that the lessons on reading are the most important ever given in an elementary school, since the whole future progress of a child depends on its mastery of its mother tongue, it is a matter of considerable surprise to me that both with school managers and school teachers this branch of instruction is often treated as one of subordinate importance.

106 *Hertford, Buckingham, Bedford, Cambridge, Huntingdon.*

The Table which follows represents with general accuracy the distribution of schools aided by public grants in the five counties of which this district is composed :—

	Public Day Schools.	Supported by Church of England.	Permanently liable to Inspection, 29 May 1855.	In Receipt of Annual Grants.				No. of Certificated Teachers.		No. of Apprentices.			
				29 May 1855.	31 Aug. 1856.	31 Aug. 1857.	31 Aug. 1858.	31 Aug. 1857.	31 Aug. 1858.	31 Aug. 1857.		31 Aug. 1858.	
										Males.	Females.	Males.	Females.
Hertfordshire	244	164	75	22	31	44	52	55	65	30	54	40	53
Buckinghamshire	195	130	58	16	20	24	29	26	35	16	19	19	23
Bedfordshire	120	67	38	9	13	18	22	20	21	15	16	20	23
Cambridgeshire	188	104	66	22	20	22	21	25	25	43	35	43	38
Huntingdonshire	95	51	37	9	9	11	13	15	15	13	10	11	11
	842	516	274	78	93	119	137	141	161	117	134	133	146
										251		281	

At the examination held at Christmas 1858, Queen's scholarships were awarded to fifteen male and thirteen female apprentices ; and during the year fifteen apprenticeships have been closed under less favourable circumstances, namely, eleven from inattention to work or actual misconduct ; two from ill health ; two from change of residence.

The number of apprenticeships must be still further reduced by the cases of failure in the examination for scholarships.

HERTFORDSHIRE.

Name of School.	1858.				1857.				1856.			
	Certifi- cated Teachers.		Appren- tices.		Capitation.			Average Annual Attendance.	Capitation.			Average Annual Attendance.
	Male.	Female.	Male.	Female.	On Boys.	On Girls.	Amount.		On Boys.	On Girls.	Amount.	
Abbots Langley	1	2	1	2	23	17	£ 11 3 0	146	19	22	£ 11 4 0	140
Albury	-	1	-	1	-	-	63	63	-	-	-	64
Amwell	-	1	-	4	24	49	15 16 0	101	22	40	13 12 0	96
Barley	1	-	2	-	29	21	13 19 0	93	30	20	14 0 0	95
Bayford	-	1	-	1	5	8	3 5 0	41	11	11	7 6 8	41
Bengoe	1	1	3	23	40	26	18 10 0	117	50	28	23 0 0	123
Berkhamstead, Great	1	2	2	3	-	-	-	178	59	12	20 14 0	206
Bramfield	-	1	-	-	-	-	-	-	7	-	1 15 0	26
Broxbourne	-	1	-	1	-	-	-	-	-	-	-	42*
Broxbourne	1	-	-	-	-	-	-	-	-	-	-	67*
Buntingford	1	-	2	-	6	-	1 16 0	37	8	-	2 8 0	44
Buntingford	-	1	-	2	38	16	12 10 0	110	26	21	11 15 0	98
Cheshunt, 'Infants'	-	1	-	1	36	-	9 0 0	53	41	10	5 0 0	56
" Vicarage Girls'	-	1	-	2	35	-	10 10 0	80	8	-	2 8 0	69
" Dewhurst	1	1	1	1	32	34	14 16 0	95	27	34	13 17 0	96
Codicote	-	1	-	2	-	-	-	-	22	-	6 12 0	90
Colney	-	1	-	2	-	-	-	-	25	27	13 15 0	126
Flamstead	-	1	-	2	-	-	-	-	107	25	-	-
Frogmoor End	-	-	-	-	-	-	-	56	-	-	-	-
Furneux Pelham	-	1	-	2	11	25	9 11 0	84	15	22	10 0 0	82
Hadham-Much	-	1	-	2	7	-	0 17 6	107	8	-	1 0 0	108
Hertingfordbury	1	1	1	2	63	25	25 3 0	230	53	27	24 3 0	224
Hatfield	1	1	2	3	17	-	5 2 0	-	-	-	-	47
" Night School	1	-	2	-	52	-	15 0 0	85	62	-	15 10 0	93
Hemel Hempstead	1	-	-	-	72	46	29 10 0	222	90	49	34 15 0	234
Hertford, Cowper Tes- timonial	1	1	5	2	-	-	-	68	17	15	8 17 0	75
" All Saints', Infants	-	1	-	2	-	-	-	-	20	5	0 0 0	45
" St. Andrews Greencoat	1	-	-	-	25	-	7 10 0	33	21	-	6 6 0	31
High Cross	1	-	1	-	8	-	1 0 0	42	-	-	-	40
Hitchin	1	1	1	4	40	26	18 10 0	236	46	27	20 11 0	227
Hockerill, Practis- ing School	-	2	-	-	12	17	7 17 0	119	16	12	7 16 0	135
Hoddesdon	1	1	-	-	21	-	5 5 0	163	20	6	7 10 0	154
Hunsdon	-	1	-	1	6	19	6 5 0	58	11	22	8 16 0	64
Ickleford	1	-	1	-	25	26	13 15 0	82	33	46	17 0 0	99
Ippolyts	-	1	-	2	10	5	4 5 0	45	8	8	4 8 0	33
Kelshall	-	1	-	1	-	-	-	-	9	20	7 5 0	45
Mymms, North	1	-	2	-	7	29	9 7 0	90	3	10	3 8 0	87
Puckeridge	-	-	-	-	-	-	-	-	-	-	-	30
Royston	1	1	1	1	48	26	19 8 0	110	47	29	21 7 0	125
Sawbridgeworth	1	-	3	-	1	-	0 5 0	105	13	-	3 18 0	115
Shenley	1	1	1	2	38	39	21 3 0	137	42	40	22 12 0	132
St. Alban's	-	1	-	2	22	11	0 0 0	84	16	13	8 1 0	96
Stortford, Bishop's	-	-	2	-	9	1	2 19 0	91	15	8	6 10 0	87
Therfield	-	1	-	1	-	-	-	78	-	-	-	78
Walden	-	1	-	-	-	-	-	-	6	2	8 0 0	41
Watton	-	1	-	1	2	3	1 7 0	74	8	-	2 8 0	78
Welwyn	1	-	-	-	-	-	-	45	-	-	-	46
Weston	1	1	2	-	38	24	15 18 0	97	21	16	10 6 0	110
Walkern	-	1	-	2	-	-	-	91	23	27	13 13 0	105
Westnill	-	-	-	-	-	-	-	-	14	7	5 19 0	42
Willian	-	1	-	-	-	-	-	27	4	4	2 4 0	30
Woodhill	1	-	1	1	15	14	8 0 0	66	19	9	7 19 0	63
" Industrial	-	-	-	-	20	18	5 10 0	-	-	-	-	40*
Watford	1	1	2	2	31	21	14 11 0	160	48	20	19 0 0	164
Total	28	37	40	53	800	615	370 3 6	1,202	1,001	719	400 10 8	4,688

* Present at examination.

BUCKINGHAMSHIRE.

Name of School.	1858.				1857.				1856.			
	Certificated Teachers.		Apprentices.		Capitation.			Average Annual Attendance.	Capitation.			Average Annual Attendance.
	Male.	Female.	Male.	Female.	On Boys.	On Girls.	Amount.		On Boys.	On Girls.	Amount.	
Aylesbury	1	1	2	2	-	-	£ s. d.	136	35	40	£ s. d.	148
Beachampton	1	1	-	-	-	-	-	126	28	-	8 8 0	119
Buckingham	1	1	1	1	37	21	16 7 0	126	28	-	8 8 0	119
Cheddington	1	-	-	-	8	-	2 8 0	30	8	-	2 8 0	33
Chesham	1	1	-	-	-	-	-	-	-	3	2 0 0	108
Chalfont	1	-	1	-	-	-	-	-	-	-	-	33
Claydon, Middle	1	-	1	-	34	-	10 4 0	50	24	-	7 4 0	48
Colnbrook	1	1	1	1	31	36	18 6 0	76	21	41	16 11 0	157
Datchet	-	1	-	2	10	10	5 10 0	85	12	11	6 7 0	69
Farnham, Royal	-	-	-	-	20	19	10 15 0	76	16	9	7 1 0	65
Hambledon	1	-	1	1	17	6	6 12 0	80	27	17	12 7 0	88
Iver, Girls and Infants	-	2	-	2	-	-	21 10 0	121	14	45	15 9 0	130
Iver, Boys	1	-	1	-	28	-	8 8 0	44	25	-	7 10 0	43
Leckhamstead	1	-	-	-	8	-	2 8 0	21	14	-	4 4 0	26
Linslade	1	-	1	-	23	14	10 8 0	81	18	15	9 3 0	81
Marlow, Great	1	1	2	4	48	24	20 8 0	268	33	20	14 18 0	161
Nash	-	1	-	1	-	-	-	-	27	22	3 1 3	62
Newport Pagnell*	1	-	-	-	16	-	4 16 0	54	-	-	-	-
Stoke Pogis	1	1	1	-	28	13	11 13 0	102	22	8	8 12 0	95
Taplow	1	1	1	1	18	8	7 8 0	74	21	10	8 16 0	82
Upton-cum-Chalvey	1	1	2	5	43	34	21 8 0	176	50	50	27 10 0	212
Waddesdon	1	1	-	-	35	15	14 5 0	98	24	19	10 15 0	83
Walton	1	-	2	-	34	19	14 4 0	107	-	-	-	109
Walton and Woughton*	-	-	-	-	7	2	2 12 0	49	-	-	-	-
Winslow	-	-	-	1	24	19	11 19 0	83	27	18	12 12 0	106
Whaddon	-	-	-	-	-	-	-	-	23	2	7 8 0	41
Woburn	1	-	1	-	-	-	-	-	-	-	-	80
Woburn Sands*	-	1	-	2	23	22	12 8 0	90	-	-	-	-
Wycombe, High.	-	-	-	-	-	-	-	86	29	23	14 9 -	118
Total	20	15	19	23	517	318	233 17 0	2,113	518	358	227 3 3	2,394

* No report for 1856.

BEDFORDSHIRE.

Amphill	1	-	3	3	16	17	9 1 0	85	27	17	12 7 0	110
Aspley Guise	1	1	3	3	52	24	17 16 0	110	60	28	22 0 0	119
Carlton*	-	-	-	-	-	-	-	-	-	-	-	-
Cranfield	-	-	-	-	43	-	12 18 0	53	41	9	14 11 0	126
Dunstable	1	-	2	-	41	-	12 6 0	74	49	-	14 14 0	79
Eaton Socon	-	-	1	-	24	14	10 14 0	126	38	30	15 10 0	145
Hockliffe	-	1	-	2	22	21	10 15 0	78	-	-	12 10 0	83
Houghton Regis*	-	-	-	-	-	-	-	-	-	-	-	-
Hyde, East	-	1	-	-	-	-	-	-	-	13	3 5 0	39
Luton	1	1	8	3	90	-	22 10 0	251	128	22	38 18 0	364
Marston Moretaine	1	1	1	3	21	15	10 1 0	91	20	13	9 5 0	101
Maulden	-	1	-	-	8	8	4 8 0	33	12	12	6 12 0	42
Pavenham	1	-	-	-	-	-	-	-	-	-	-	75
Poddington	-	-	-	-	-	-	-	-	-	-	-	136
Pulloxhill	-	1	-	1	-	-	-	-	63	11	22 8 16 0	82
Ridgemount	1	-	1	-	-	-	-	-	15	9	6 15 0	86
Shillington	-	1	-	-	-	-	-	-	-	-	-	87
Silsoe	-	-	-	-	55	36	24 0 0	151	-	-	-	154
Stotfold	-	1	-	2	-	-	-	59	-	-	-	75
Tebworth	-	1	-	2	18	14	8 18 0	56	14	24	9 10 0	81
Toddington	1	1	-	1	22	23	12 7 0	86	43	36	21 18 0	159
Turvey	1	-	-	-	19	16	9 14 0	62	-	-	8 0 0	65
Total	10	11	20	23	431	188	165 8 0	1,445	458	235	204 11 0	2,108

* No report.

† Present at examination.

CAMBRIDGESHIRE.

Name of School.	1858.				1857.				1856.			
	Certifi- cated Teachers.		Appren- tices.		Capitation.			Average Annual Attendance.	Capitation.			Average Annual Attendance.
	Male.	Female.	Male.	Female.	On Boys.	On Girls.	Amount.		On Boys.	On Girls.	Amount.	
Cambridge, St. Paul's	1	1	7	9	123	58	42 7 0	438	127	65	44 3 0	484
" Barnwell	1	1	5	6	-	-	-	363	66	32	27 16 0	361
" St. Giles'	-	1	-	5	-	31	7 15 0	193	22	45	14 10 0	188
" St. Peter's	1	-	4	-	68	-	17 0 0	124	50	-	15 0 0	124
" Industrial	1	-	-	-	30	-	31 15 0	30	19	-	21 10 0	19
" King St.	1	1	2	4	55	42	27 0 0	233	53	46	24 3 0	256
Comberton	-	1	-	1	-	37	9 5 0	54	-	22	5 10 0	52
Ely	-	-	5	-	133	-	26 12 0	183	123	-	23 0 0	185
Guillem Morden	1	-	2	1	16	8	6 16 0	95	13	7	6 5 0	96
Isleham	-	-	-	-	-	-	-	60	-	-	-	-
Linton	-	1	-	2	2	54	21 17 14 0	123	57	24	19 1 0	154
Littleport	1	1	2	2	23	39	18 3 0	186	34	36	19 4 0	174
March	-	-	-	3	-	-	-	90	-	-	-	70*
" Infants.	-	1	-	2	26	23	13 11 0	102	30	41	17 14 0	128*
Over	-	-	-	-	-	-	-	-	23	14	10 8 0	72
Papworth, St. Agnes	-	-	-	-	2	1	0 17 0	36	-	-	-	-
Soham	-	1	-	1	-	16	4 0 0	70	-	23	8 8 0	87
Swavesey	-	1	-	1	-	-	-	-	15	12	7 10 0	70
Thorney	-	2	1	-	21	18	10 16 0	191	24	32	15 4 0	155
Trumpington	-	1	-	2	36	41	17 4 0	108	38	46	18 4 0	101
Whittlesea	-	1	1	2	34	13	13 9 0	205	27	16	12 2 0	187
Wilburton	-	1	-	1	-	9	3 14 0	36	10	11	5 15 0	65
Wisbeach	-	1	1	7	-	-	-	217	64	-	16 0 0	207
Total	14	11	43	38	635	352	267 18 0	3,142	797	474	333 17 0	3,243

* Girls.

HUNTINGDONSHIRE.

Alwalton	1	-	1	-	21	14	8 15 0	85	-	-	-	-
Brampton	1	1	1	3	63	23	22 15 0	209	37	74	36 11 0	224
Fenstanton	1	-	3	-	21	26	12 16 0	101	19	25	11 19 0	190
Huntingdon, Boys	1	-	1	-	20	-	6 0 0	56	32	-	9 12 0	65
Huntingdon, Walden	1	-	1	-	-	-	-	48	-	-	-	46
" Girls & Infants.	1	-	-	1	7	27	8 17 0	98	-	5	1 5 0	69
Holme	1	-	-	-	6	7	5 11 0	38	2	4	1 12 0	40
Orton Longueville	1	-	-	-	-	-	-	-	5	5	2 15 0	25
Kimbolton	1	-	-	-	-	-	-	30	-	-	-	116*
St. Ives	1	1	2	2	20	30	18 10 0	155	21	41	16 11 3	170
St. Neots	1	1	1	2	54	19	20 19 0	198	53	24	21 18 0	203
Stilton	-	-	-	1	-	-	-	-	-	-	-	156
Warboys	1	-	1	2	5	5	2 15 0	161	8	4	3 8 0	166
Total	12	3	11	11	217	156	99 18 0	1,179	227	182	105 11 0	1,280

* Present at examination.

In Hertfordshire ten additional cases of annual grants have applied for assistance during the year; and one school at Furneux Pelham has discontinued the services of a trained mistress and the employment of an apprentice.

At Hockerill a practising school and class-room have been built, which are, in my opinion, the best specimens of school building in the district.

New schools have been built at Codicote; improvements have been made in the buildings at Amwell; and entirely new rooms have been added to the schools at Hoddesdon and Woodhill.

Cambridge-
shire.

In Cambridgeshire the number of annual grant cases has decreased, and it is the only county in this district to which such a remark is applicable.

At Isleham the employment of a teacher holding a certificate of merit has been given up and an apprenticeship closed.

A new school has been built in the parish of Barnwell, in Cambridge, to accommodate 250 children. One of the mistresses attached to this school has a certificate of merit.

At Fulbourn a room is being built for 150 girls, and will probably be ready for use in April 1859.

At Ely two handsome schools have been so far finished that there is a prospect of their being brought into use at Easter 1859. It is impossible for me to allude to these schools without also expressing the regret I share with many others at the loss they have sustained by the death of Dr. Peacock, the late Dean of Ely.

Comberton, Wilburton, and Linton are agricultural parishes where, I believe, schools are exercising a beneficial influence on the population, though not to an extent to satisfy fully all that the managers may wish for.

Hunting-
donshire.

In Huntingdonshire the school at Alwalton, supported by the Earl Fitzwilliam, has been withdrawn from any connexion with the Inspectors of Church of England schools, and transferred to the list of British schools in the county.

Two additional schools have claimed the aid of annual grants, namely, those at Orton Longueville and Stilton.

Bedford-
shire.

In Bedfordshire the number of schools claiming annual grants has increased, and great improvement has taken place in many of those already included in that class.

Hockliffe, Tebworth, Toddington, and Shillington are all favorable specimens of sound progress made in localities where the staple employment is commonly supposed to hinder rather than to assist the work of the teacher.

The children at Shillington show great improvement in their style of reading.

Bucking-
hamshire.

In Buckinghamshire the number of schools claiming annual grants has increased.

I have the honor to be, &c.

D. J. STEWART.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1857-8, by Her Majesty's
Inspector of Schools, the Rev. W. WARBURTON, M.A., &c.,
on the CHURCH OF ENGLAND SCHOOLS inspected in the
Counties of BERKS, HANTS, and WILTS, and in the ISLE OF
WIGHT.

MY LORDS,

The Close, Winchester, January 1859.

I HAVE the honor to submit the following general remarks respecting the state of elementary instruction in Church of England schools in the district assigned to me for inspection.

I have been able, with the active assistance of my colleague, the Rev. R. E. Hughes, to report upon 517 schools, of which number 48 have never before received a visit from Her Majesty's inspector. Mr. Hughes has examined 5 of these latter schools, and I have inspected 43. In visiting these new schools, not receiving annual grants, we have turned our attention more particularly this year to Wiltshire and the Isle of Wight; and Mr. Hughes is in a position to report exhaustively on the state of elementary education in the island. I beg to refer your Lordships to his detailed statement appended to my report.

Of the result of my own work in Wiltshire I shall have to speak more particularly further on, and confine my remarks for the present to Hampshire and Berkshire. In the former county the number of schools liable to inspection on account of annual grants has become 126, instead of 119, and the number of schools in connexion with the Education Committee has advanced from 209 to 216—a very small increase, if the character and position of the county are taken into consideration. Hants.

The Bishop of the diocese, in his charge this year, adverting to the fact that even since your Lordships' Capitation Minute has come into operation, only 132 out of 390 parishes in Hampshire have placed themselves in connexion with your Committee by claiming annual grants, goes on to say that—

“It is to the small country schools that Government assistance is commonly found not to extend, though, independently of the probability of their obtaining the capitation grant, they would derive benefit, direct or indirect, in almost every case, from the inspector's visit. Doubtless this is owing, in a great degree, to the difficulty of providing funds adequate for the payment of certificated teachers, as the minimum salaries at which they are procurable are generally beyond the reach of the managers in small parishes. A Minute of Council which should make some provision for aiding schools of this class—the most in need of any—would be a great boon. Sometimes, however, disinclination to connect the school with the Committee of Council

arises from an undefined dread of an intermeddling from without with the management—an apprehension which, as far as my experience goes, may be dismissed altogether. Not a single instance of such interference has occurred, to my knowledge, within my diocese. Sometimes, too, there is a shrinking from the publicity of the tabulated reports; but these, wisely or unwisely, are now suppressed, as far as the public is concerned, and supplied in manuscript only to the parochial clergyman, and the visit of the inspector now differs little from that of a private friend. The zeal and devotion of clergy and teachers are of unexampled amount, but the same sacrifices and the same exertions might be made to tell more on results. Many are the schools in which the teachers are working up to their utmost strength, often beyond it, and the parochial clergyman is himself labouring like a second teacher; and yet their toils are frustrated by the irregularity of the organization, and want of proper appliances for teaching. The remedy, my reverend brethren, in many cases, is in your own hands. I can but indicate and recommend it: connexion with the Committee of Council would provide a cure for both these defects; it would furnish method and money—assurances which can be supplied at present from no other quarter.”

The population of the county, according to the census of 1851, is 496,149, and it appears from the important decennial returns recently made to the National Society, that 38,929 children attend week-day Church of England schools, being about 1 in 12 $\frac{2}{3}$ of the entire population.

Here, however, I must remind your Lordships, that though the proportion of parishes which have sought Government aid is small, the larger proportion of the children under instruction within the limits of the county are attending in schools liable to, or annually receiving inspection. In Portsmouth, Gosport, and Portsea, which, with their suburbs, may almost be looked upon as one continuous town, there cannot be less than 6,000 children in schools connected with your Lordships' Committee.

The number of certificated teachers in Hampshire is 111; of pupil-teachers 256, 37 of whom have completed their term of apprenticeship within the year. Only 4 assistant teachers under the Minute of 23 July 1852, are engaged in schools in this county. The number of schools which have received capitation grants *only* is 25.

I beg to conclude my remarks on Hampshire by quoting a passage from a letter which I addressed to the Lord Bishop of Winchester, in the month of September 1858.

“However reluctantly one would believe that the majority of our female teachers are defective in the power of organization, which is at the bottom of all good school-keeping, I am afraid it must be admitted that such is the case. There are some few excellent infant-schools in Hants; but though I could point to no less than 8 or 10 first-class boys' schools, I do not know of one girls' school worthy to stand in the foremost rank. There are several schoolmasters employed in this county who are quite worthy to stand at the head of their profession. I do not mean on account of personal and intellectual gifts or acquirements, though in this respect they rank as high as any, but rather on account of their professional qualifications.

The general level is rising, though there are here and there discouraging circumstances to be encountered; and among these perhaps the principal is the early removal of the children from school, owing to the gross indifference of parents. Not long since the cry was for schools; now it is for scholars to put

in them. Within the schools themselves one observes pretty generally unmistakable symptoms that the new system of instruction, of which the aim is not so much to impart information as to awaken the intelligence, and cultivate the moral nature of the children, is beginning to tell in their ability to grapple with simple questions put in unfamiliar forms, in the clearness and definiteness of their conceptions, in more cheerful obedience, and greater candour, honesty, and love of work."

In Berkshire, my colleague and myself have confined our Berks. attention during the past year entirely to those schools to which annual grants were actually due, and have visited 38 such schools. I have had to deplore in every successive report submitted to your Lordships the very slow rate of progress in educational matters in this county, as far as it is evidenced by applications to your Lordships. During the past year I can only record the addition of four schools to the list of those seeking to improve their condition by application to the Committee of Council; but of these applications one has proceeded, I am happy to say, from the important parish of Newbury (hitherto lamentably ill off in the way of schools), to which a new vicar has lately been appointed. In the town of Windsor great exertions have been and are being made, to raise funds to provide suitable accommodation—not before it was urgently needed—for the children attending the Windsor National school, and the well-known St. Mark's school.

The number of certificated teachers in Berkshire is only 43; of pupil-teachers 74 (6 of whom have completed their apprenticeship within the year); and 4 schools have applied for and received capitation grants only. The population of the county was 170,065 at the last census, and, according to the decennial return made to the National Society, 14,343 children are under instruction in the Church of England day-schools.

Berkshire parishes are in general poor, and thinly populated, and therefore, of course, a smaller proportion of the village schools can come up to the standard at which annual grants are obtainable under present arrangements; and it does not appear that much interest is taken in the education of the poor by the wealthy lay proprietors, without whose aid the clergy, however great may be their exertions and sacrifices, cannot find the requisite resources for maintaining efficient schools, which, like everything good now-a-days, are a marketable commodity, and cannot be had at a cheap rate.

The general aspect of elementary education, so far as it comes under my observation, is cheering. The difficulty in all cases is to make a beginning, not so much in a parish as in a neighbourhood. One enterprising promoter of schools, if not deterred by preliminary difficulties, can accomplish wonders in the whole vicinity, by the force of example, and still more by showing that the attempt to set up a good school

and engage in negotiations with the Committee of Council is not attended with consequences so dangerous to the independence of the promoters, as the inexperienced in these matters are apt to imagine.

Mr. Hughes has devoted 173 days of the year to the actual inspection of schools, and has visited 294 departments under separate teachers, giving an average number of 1.69 departments, and 113½ children examined per diem.

My own work for the year has consisted of the formal inspection of 223 departments (containing an aggregate of 13,161 scholars), conducted in 142 days, giving an average of 1.57 departments, and 92.61 children examined daily. Remembering the indulgence accorded to me, when compelled to leave England for a southern climate, two consecutive winters, I am thankful to say that neither in the course of this year nor the preceding one I have lost a day's work through illness.

Wilts.

With respect to Wilts I propose to go more into detail, having made some exertions to ascertain, as far as lay in my power, the state of elementary education in the county. All the schools in receipt of annual grants have been inspected as usual, by my colleague or myself, and of all these I have given full particulars in my detailed reports to your Lordships. For the remainder of the Wiltshire schools I must beg to refer to a return ordered by the House of Commons to be printed, on the 7th of February 1859, on the motion of the Right Hon. Charles Adderley.

"About half" the area of Wilts, it is stated, consists of downs, which form an undulating platform of wide extent, but inconsiderable elevation. The population of this portion of the county are chiefly engaged in pastoral occupations, though large tracts of the downs are now under cultivation. In the north there is an interval of some 15 miles between the extreme northern limit of the down tract and the border of the county, and this district, the valley of the upper Thames, is a rich agricultural tract, famous especially for the production of North Wiltshire cheese. Two other wide but smaller vales of the same character divide the chalk, the vale of Pewsey and the vale of the Nadder. In early times the inhabitants resided chiefly in the highlands, the valleys being filled for the most part with dense and swampy woods, but now the reverse is the case, and the villages are strung along the river courses in close succession, the highlands for the most part showing no sign of human habitation; thus in the valley of the Wylye, between Warminster and Salisbury, a distance of some twenty miles, there are no fewer than 34 distinct villages; in the vale of the Avon 35; and in the Chalke Valley 13.

I am given to understand by the clergy in some of these villages, that the population has been generally stationary, and has in many instances decreased, and that the race has deteriorated intellectually and physically in these valleys during the last 200 years, owing, among other things, to the constant intermarriage for generation after generation, between families in one "bourne," a strong prejudice existing against the introduction of "foreigners" from across the Down tract on either hand, as wives. The manufacture of cloth at Trowbridge and Bradford employs a great many hands (about 6,000), and a considerable number of men are engaged in various ways on the 117 miles of railway which are now laid down in the county, 950 operatives being employed in the Great Western Railway works at Swindon alone. There is no coalfield in Wilts, and it is said that, until very recently no mineral treasures of any kind were believed to exist; but the excavations of the recently opened branch railway to Devizes have revealed large beds of iron-ore, and given rise to much speculation, and ere long the quiet and secluded vale of the Avon may be a scene of chimneys and furnaces, and mounds of slag. At present, however, the proportion of the population of the county employed in agricultural and pastoral occupations largely exceeds the number engaged in any other branch of industry.

The population of Wiltshire was 258,733 in 1841, and 256,587 in 1851; and indeed there are reasons for supposing that the county has been slowly decreasing in relative importance for some centuries. Among other indications of this it may be mentioned that Wiltshire used to send 34 members to Parliament at a time when Yorkshire returned but seven. In 20 parishes the amount of the decrease in population during the interval between the last two census returns exceeds 200. The mass of the peasantry are, notwithstanding, a fine stalwart race, in whom the Saxon element decidedly preponderates. Teachers of elementary schools in Wiltshire have no little additional difficulty to overcome in the fact, that the dialect of the people, no less than their physical aspect, retains much of the Saxon character, thus *v* is generally substituted for *f*, and *z* for *s*, and *en* appears in the plurals of nouns instead of the last-named consonant, though this peculiarity is now rapidly disappearing. The peasantry are not, perhaps, as compared with those of other parts of the country, among the foremost, yet they are certainly not among the more backward in intelligence and enterprise, though unhappily it cannot be said that they appear very sensible of the value of education for their children.

Some special influences, however, there must be which favour the progress of elementary education in this county, for there can be no doubt that great exertions have been made, and an unusually large share of public attention directed to the subject. Mr. H. Mann, in his introduction to the tables of educational statistics, published in 1854, states, that a larger proportion per cent. of scholars to population was found attending school in Wiltshire than in any other English county, viz., 7.27.

The public no longer require to be informed that the parochial clergy have in numberless instances made sacrifices up to the full extent of, and sometimes even beyond, their powers, for the education of the poor children of their flock, in Wiltshire as elsewhere, but it may not be the case universally throughout the county, that the movement receives such cordial and effectual support from the wealthy and influential *lay* proprietors. I am, very likely, unacquainted with the school charities of many of these gentlemen; I may state, however, from my personal knowledge, that of landowners residing in the county, the Marquis of Lansdowne entirely supports three schools, and contributes largely to the funds of others. The Marquis of Ailesbury gives an annual subsidy of 40*l.* to six schools in his immediate neighbourhood, and subscribes to many others. The Marquis of Bath, Earl of Suffolk, Earl Nelson, Lord Arundel of Wardour, Mr. Sidney Herbert, Mr. Sotherton Estcourt, Sir Edmund Antrobus, Mr. Watson Taylor, Mr. Mullings, and Mr. Ravenhill, each support altogether one or more schools, and contribute to the maintenance of others. I must here mention (and I trust to be pardoned for doing so) the important aid which the cause of elementary education in Wiltshire has received from benevolent ladies. The names of Lady Suffolk, Lady Antrobus, Mrs. Poulett Scrope, and Mrs. Guthrie are not likely to be forgotten by the generation of poor children now growing up in the county. I wish that space permitted me to give a detailed account of what has been accomplished by them and by other equally devoted ladies, of whose exertions I happen to be cognizant. I may mention, however, before leaving this subject, that the important school at Castle Combe, now identified with the name of Mrs. Poulett Scrope, was established by her at a time when the education of the poor was almost unthought of, or looked upon as an injudicious, if not revolutionary, proceeding, and has been ever since maintained in the highest efficiency, and with a full attendance, notwithstanding that the surrounding parishes, which used to send their children to the Castle Combe school, have by degrees followed the example there set them, and each established

local schools of their own. For one whole winter Mrs. Poulett Scrope, being unable to secure a suitable teacher, herself conducted a night school of men and boys three evenings in the week, meeting them in a building at a considerable distance from her own residence. Mrs. Guthrie has established, and for many years maintained, a training institution for female servants, now very generally and most favourably known in all parts of the country; a large mixed school (subsidiary to the National schools of the town), for which she has erected an excellent school-house; and lastly, a hospital for sick children, whose parents are unable to provide them with medicine and nourishing food, where they can have the advantage of quiet, pure air, and the most unremitting attention.

The number of parishes and chapelries in Wiltshire is 364. In the detailed statement above alluded to (page 114), I have placed the name of the parish in the margin, and opposite to it such information as I have been able to gain respecting the elementary and other day schools within it. Mr. Hughes has drawn up an account of the night schools, as he has turned his attention to that subject especially. His statement will be found appended to my own. Of the Sunday schools I have no return to make.

In the summaries which accompany the above-mentioned detailed statement, I have hesitated to state the total number of dames' schools, and of children under instruction in dames' schools, as I cannot feel any certainty that I have made myself acquainted with all these schools in the county. For the same reason I have altogether omitted to give the number of *uncertificated mistresses*, as I found it impossible to draw the line between such teachers and dames. The greater part of the private dames' schools are held in dwelling rooms. In the towns they have to be hunted up in the poorest quarters, and the occupation of teaching in them ranks in the same category as taking in washing or keeping a huckster's shop. It is one of the many ways of making their bread adopted by people scrambling for a livelihood in no certain or definite calling. The children in such schools frequently spend a great part of the school hours sitting on forms round the kitchen, with dog-eared pages of spelling-books in their hands, from which they are supposed to be learning, while the "schoolmistress" is engaged in sewing, washing, or cooking. Of the *value* of these schools to the community, it is not less difficult to form an estimate than of their number, as their chief results can hardly be reckoned to the credit of education properly so called, consisting as they do chiefly in keeping the children out of the way of the mother

at home, and habituating them to some little restraint for certain hours every day. It is difficult to exaggerate the shifting, changeable character of private dames' schools, owing their origin as they do, in many cases, not to the educational necessities of the district, but to the domestic necessities of the teacher. They are not uncommonly set up, especially by the dissenting bodies, as a tentative step, in order to discover whether a more regularly constituted school would be likely to draw in a given place; the patrons in some instances guaranteeing the rent of the house only, with the understanding that the dame is to make as much as she can for herself. As much as 3*d.*, 4*d.*, and 5*d.* a week is frequently paid in these dames' schools, and if they can only succeed in gaining a colour of "gentility," they will subsist side by side with the most efficient National schools, the small tradesmen, artizans, and small farmers deliberately preferring in some instances an inferior system of instruction to a better one involving the necessity of low associations.

Such a description as this does not, of course, apply to all so-called dames' schools. The instruction given in them is of infinitely various quality. In 42 of the 390 parishes there is no other provision for the education of the children of the working class but a dame's school, and in such cases the school is generally under the immediate supervision of the parochial clergy.

Before concluding these observations, I beg to call your Lordships' attention to two points—

1st. That in almost every instance in the county of Wilts (and in the very few excepted cases the trustees have acted with an unusual amount of vigour) the existence of an endowment for the free education of the children of the working classes, if it be saddled with unalterable conditions, would really seem to act as a direct drawback to the progress of education, because (1), however ill qualified the teacher may be, his office is a kind of freehold, and he cannot be displaced without apparent injustice, only because public opinion now happily requires a higher standard of teaching than was thought necessary or desirable when his appointment was made; (2) the fact of the existence of a free school, in however inefficient a condition, is not unfrequently deemed a sufficient reason by the rich for declining to contribute to the establishment of a school of a different kind, and by the poor for refusing to send their children to such a school, if established, where they would be called upon to pay a weekly fee.

The second point to which I would wish to advert is, the question of building grants to schools in small parishes.

Some estimate may be formed of the activity of the promoters of schools in Wiltshire from the fact that no less a sum than 15,874*l.* 6*s.* 8*d.** has been awarded from the funds at your Lordships' disposal, for school building purposes only (exclusive of grants for fittings and apparatus), within the last ten years. The above sum represents a very much larger amount locally contributed, and there have been at least 50 schools erected within the same period by private individuals who have not applied for assistance to the Education Office. It must be borne in mind, however, that school building activity cannot be taken as an exact measure of the progress of elementary education in a given district. It is of course a clear gain to the cause that good school buildings should have been erected and secured for educational purposes, and it may be anticipated that at some future time regularly attending children of the proper age may assemble under an efficient teacher in each of these, but at present the existence of a good school in a bad building must be deemed a far more satisfactory and healthful sign than that of a bad school in a good building, in so much as it is easier to make a single great effort for a definite object, than to sustain that persevering exertion and watchfulness which alone can ensure an efficient system of education. I have visited during the past year several schools in small parishes which have received grants from your Lordships, and regret to find that in many instances the building is the only satisfactory part of the establishment; and that in some cases even the building itself, from want of a little timely attention, has been allowed to fall into disrepair.

I hope I may be pardoned for venturing to suggest, that in making grants for school building, regard should be had not only to the circumstances of the parish, but also to those of the surrounding locality, and that additional encouragements and facilities might advantageously be offered to the promoters of schools in small parishes to combine for educational purposes, where such a possibility exists, with other small parishes in their immediate neighbourhood, in order that the new school may be so placed that the children from one or more contiguous parishes, may attend. I do not hesitate to state my opinion, that in Wiltshire and in other districts where villages lie close together, the establishment of joint schools for two, three, or four parishes, would be a great boon to all parties; and I may add, that in the few instances where such a course has been taken, experience has proved the advantage

* Viz., 15,462*l.* to Church of England schools, and 412*l.* 6*s.* 8*d.* to British schools.

of the plan, and also shown that the objection so commonly urged, of the difficulty likely to arise from the necessity of divided management, may be got over, where the promoters and supporters of schools are willing to act with a single eye to the interests of the little ones of their poorer brethren. In Wiltshire there are no less than 66 parishes with a population under 200, and in several of these the population is much less. The largest of such parishes would give, at the ordinary rate of calculation, from 20 to 30 children attending school, and, even if we suppose these children to be placed under a female (certificated) teacher, and the most economical scale of management, compatible with fair efficiency, to be adopted, the cost of educating each of them could not be less than from 2*l.* 10*s.* to 3*l.* annually.

I have the honor to be, &c.

W. WARBURTON.

To the Right Honorable

The Lords of the Committee of Council on Education.

REMARKS upon EVENING SCHOOLS, by Rev. R. E. HUGHES.

30 January 1859.

EVENING classes in these counties are held for the most part three nights in the week, between seven and nine o'clock p.m.; it is, therefore, not possible in every case to combine a visit to the night school with the necessary progress of an inspecting tour.

There are other difficulties which arise from the infant condition of the whole system, and from the dislike which the scholars are supposed to entertain for any kind of examination.

I have actually inspected no more than twenty-four evening schools; I have accurate information of the condition of as many more; and I know of the existence of night schools, of greater or less calibre, in connexion with almost every good village school in South Wiltshire.

The most efficient are doubtless those which are conducted by a regular paid teacher, aided and constantly superintended by the clergyman or some other person of station and education.

There are also very good, and in many respects, most satisfactory, schools, which are taught entirely by the clergyman or other gratuitous teachers. Conspicuous among these are Codford St. Peter, and Durrington, in each of which a lady is the principal instructress.

It is, however, in vain to hope that as a general rule such schools could be maintained permanently with the necessary regularity: dependent as they must be on the health and leisure of those whose strength and time are otherwise sufficiently taxed, night schools so constituted must in many cases be deficient in stability, and are liable to interruptions which would be unfavourable to their efficiency.

Very inferior to these two classes are the schools which are conducted by an ex-pupil-teacher or quondam National school-master as a private speculation. Such schools exist chiefly in towns, are held in private houses, and it is only by accident that they fall under the notice of an inspector.

At Marlborough, Trowbridge, Wilton, Cowes, Ringwood, and Romsey, there are flourishing night schools, but in this part of England the night school is an institution which belongs to country villages, and which is conducted under the immediate influence of the clergyman.

A month ago there was not, I believe, any night school in existence at Southampton; at Salisbury there is none; in Portsmouth, Portsea, and Gosport I know of none. In the country, however, the night school is constantly gaining ground. Already, in one or two places, it seems that the night school is doing more real practical work than the day school; and there is a strong opinion held by those who are well informed on the subject that this will be, in agricultural parishes, generally the case. At the night school it may fairly be assumed that all the scholars are anxious to learn, and the consequence is that they do learn with remarkable success. At Mr. Stancomb's night school at Trowbridge I found eight scholars who had learned to write fairly, and six who had acquired the power of reading easy sentences, in a few weeks only.

As regards discipline, a similar state of things may be observed. Those mechanical expedients which are found so essential to order in the day school, in the evening classes are unnecessary and entirely out of place.

The scholars are paying their own hard-earned money for the instruction which they receive, and they have no notion of wasting in idleness an opportunity for the due appreciation of which they have given so material a guarantee.

The small experience which they have already gained of the real business of life has not failed to show them the tangible value of learning, and they prize it accordingly.

It would seem at first a hopeless, if not a cruel attempt, to induce young men and boys to spend their two hours of rest and leisure in the dull routine of elementary instruction, making night hideous with spelling-books, pot-hooks, and

rule of three; but it is neither hopeless nor cruel; on the contrary, it is most interesting to observe the cheerfulness, activity of mind, and power of attention which these poor fellows have at their command after a day's labour in the field.

This is, of course, the case especially in the senior classes; but it is so also, in a great degree, with the poor little boys, whom the necessity of "bird starving," stock tending, or the unnecessary and slovenly system of employing boys to drive horses at plough, has withdrawn prematurely from the day-school to the field.

I consider that the conduct of our country lads in these evening classes, their perseverance in the pursuit of knowledge after long hours of toil, and their honest, manly demeanour to their benefactors, are features in the national character of which we may justly be proud.

The consequence of this state of feeling among the scholars is; that it is comparatively light and pleasant labour to teach the evening class, and even in the absence of special appliances and trained teachers the progress of the scholars is most encouraging.

At Durrington, Wilts, where classes of boys and young men are taught on alternate nights by the clergyman's wife, I am informed that "nothing can be more orderly than their conduct, nothing more encouraging than their desire for information; this, contrasted with their former indifference," their kind instructress imputes to "the tone of feeling diffused by a good village school under Government inspection."

A more impartial critic would be apt to ascribe the happy result in a still greater measure to the excellent influence and indefatigable exertions of the parish priest and of the lady who so ably seconds him in his work.

The remark, however, is perfectly just, showing as it does that there is no opposition between the evening classes and the day school. The evening class is composed of those whom the day school, however efficient, could never reach, of young men who, of course, cannot go to school, and of boys who are all day at work.

At Heytesbury, where there is a large day school under a certificated master, I found seventy men and boys who have no leisure for letters in the day, but who are able and willing to learn at night.

At Ringwood, where there is one of the best boys' schools in Hampshire, I find the town hall crowded with 110 evening scholars vigorously at work.

At Bitterne, where there is also a good day school, the evening classes consist of fifty men and boys.

At Castle Combe and Nettleton, Mrs. Poulett Scrope assembles from sixty to seventy, none of whom could be brought within reach of the day school.

At Trowbridge I inspected three large night schools, two for male, one for female scholars, all of whom were prevented by the necessity of work from attending the excellent day schools of the place.

At Wilton, at Romsey, and at Marlborough, the same is the case.

It would seem from these and many other instances that our day schools are composed of infants, girls, very little boys, and those lads also whose parents are in circumstances to exempt their children from early toil.

To the night school alone belongs the task of instructing the boys and lads of the working peasantry.

It is asserted by clergymen of experience that boys who have been in the higher classes of the day school are found a few years afterwards unable to sign their names.

For example, a boy, who was at the head of the practising school at Chichester, was removed to go to work. After three years he appeared again in the night school unable to read an easy sentence without difficulty, nor could he work the simplest operation in arithmetic.

It certainly does not appear satisfactory that knowledge acquired at such a vast expense of time, toil, and public money should be suffered to evaporate after this fashion. It would seem, then, that the task of keeping up that which has been acquired in early childhood must devolve upon the evening school.

As regards the aid proffered by the Committee of Council, I am able to report but very few night schools which seem likely to avail themselves of it: the correspondence before me is a history of disappointments and disabilities. In all Wiltshire I know of two schools only which have as yet been able to claim the grant.

The new Minute on the subject* will doubtless be of service in large schools, such, for instance, as Trowbridge and Ringwood; but, even with this liberal aid, the village schools will be entirely unable to support a second master; and, moreover, by the arrangement proposed, the second master will take the place of at least one pupil-teacher, consequently the principal master will lose his gratuity, and will naturally be inclined to regard the change with hostility.

The third method suggested in the Minute of 1 March 1855 seems the only plan which is likely to be very generally available in village night schools.

Very high attainments in the master, or even very skilful teaching, are not indispensable; the evening scholars come to learn, and if a man has any learning in him they will get it out of him; and, moreover, in almost every case the clergyman, or some other liberally educated person, is at the head, and is, in point of fact, the real and the best possible instructor of the school.

It is, however, essential that there should be a responsible person of fair attainment, whose duty it should be to open the school and set it going at the regular time, to carry it on himself in the absence of the clergyman or other patron of the school, and to be at all times responsible for the punctuality and regular routine of the work.

Towards the payment of such persons their Lordships have consented to award grants not exceeding 10*l.* nor less than 5*l.*

This mode would, I have no doubt, very generally meet the requirements of village night schools, and with the aid of the capitation grant would be sufficient to impart active vitality to many which, from mere poverty, are now maintaining a sickly and precarious existence.

I venture to hope that my Lords may see cause to dispense with these following conditions which have hitherto acted as an effectual bar to the success of the measure :—

- (a.) "The sum received in fees at the night school during
 " the year ending at the date of the inspector's
 " visit must equal or exceed the Government
 " grant."

Consequently, unless the school be sufficiently wealthy to raise 5*l.* at least in scholars' fees, no aid can be given.

Of the numerous night schools in Wiltshire I know of two only which have been able to satisfy this condition.

A school with an average number of thirty paying fees at a penny a week, will raise in twenty weeks exactly half the sum required; or if the fees be raised to twopence a week the numbers will fall off, and consequently, the total payments will still fall below the minimum level.

As a matter of fact the scholars' fees in Wiltshire village schools vary from 2*l.* to 4*l.* per annum. These fees are paid out of very small earnings, not without considerable self-sacrifice and resolution; practically they cannot be raised without a prejudicial effect upon the numbers, and consequently upon the usefulness of the school. You know very well the village of Castle Combe, how completely the villagers are under the

influence and in the employ of the manager of the school ; there is no great poverty in the place, and the school is the chief occupation and delight of Mrs. Poulett Scrope, and consequently no efforts are spared to render it thoroughly efficient and to ensure punctual payment and attendance. If there could be a case in which a country village could be supposed able to comply with the condition, it would be this.

Nevertheless, Mrs. Poulett Scrope writes to me that the greatest difficulty was found in bringing the fees up to the requisite sum, and, despairing of success in future, she proposes to amalgamate the night school of Nettleton with that of Castle Combe. If there is such difficulty at Castle Combe, it must be in vain to hope for success in the great mass of country villages. Eighteen night schools in every twenty may be computed to be debarred from aid by this single restriction.

Another condition is—

- (b.) "That the night school should be in connexion with
" a day school in the receipt of annual grants."

It is not difficult to imagine the reasons which dictated this limitation. It is, however, right to state that in many cases it is fatal to the efficiency of the measure.

A further limitation is—

- (c.) "Teachers of night schools must be at least twenty
" years of age and under forty at the time of
" appointment."

The latter part of this condition seems rather stringent, and sometimes adds considerably to the difficulty of procuring a competent teacher.

The great defect in these schools is their want of permanence and stability, arising from the fact that they depend entirely upon voluntary and gratuitous instruction ; but if a responsible teacher is appointed, regularity is secured, the school is held four or five nights a week instead of twice or thrice, the indispensable supervision of the clergyman continues, but the prosperity of the school no longer depends upon his presence at a stated moment, when perhaps duty may call him elsewhere.

In addition to this, so soon as a school receives an annual grant, and has an annual visit from Her Majesty's Inspector to look forward to, a new stimulus is given both to teachers and pupils, a more systematic course of teaching follows at once, suggestions derived from the experience of an inspector have due weight, and it is quite unnecessary to produce instances to prove that a rapid improvement is the general result.

The extension of the capitation grant to evening schools must be regarded as a great boon, but inasmuch as it is restricted to those schools which are organized in accordance with the Minute of 1 March 1855, which Minute is fettered by the conditions already mentioned, this salutary concession will be, I fear, so long as these conditions are maintained, as inoperative in these counties as that Minute has hitherto been.

With regard to evening schools of a higher class, I know of none as yet in existence in the district. There is, however, a senior class in the night school at Ringwood, whom I found working arithmetical problems of some difficulty; the foundation of such a school has also been laid at Brown Candover, where a second certificated master is employed; something of the kind also has been devised at Northam Southampton.

While I was inspecting the night school at this place, three young shipwrights stated to me that for their calling a knowledge of practical geometry and mechanics had become essential, and they added that they would gladly pay 6d. or 1s. a week for such instruction, but such instruction was not forthcoming. From the expressions in the Minute with reference to navigation and geology, I should suppose that an evening school embracing such subjects would not be beyond the province of elementary education.

In night schools of a certain calibre (*e.g.* Brown Candover, Wilton, and Trowbridge), a request has lately been made that an additional number of pupil-teachers may be allowed, to work alternately in the day and night schools while the latter are open, and to be absorbed during the summer months in the general teaching staff of the school. No objection, except perhaps one of a financial character, could, I imagine, be offered to this proposal.

It is also strongly recommended by the Rev. F. V. Thornton, who has had eighteen years' practical experience in teaching evening classes, that in country parishes a night school under a certificated master, aided by pupil-teachers, should be the principal department, while the day school should be confided to a mistress. He insists, also, that it is possible and desirable to keep the night school open five nights a week, and during the whole year. These suggestions, without doubt, deserve very careful consideration.

I believe, however, and I think Mr. Thornton would admit, that the whole subject of night schools requires further development before such important changes can be mature.

R. E. HUGHES.

To the Rev. W. Warburton.

REPORT upon CHURCH OF ENGLAND SCHOOLS in the ISLE OF WIGHT; by Rev. R. E. HUGHES.

DURING the years 1857-8, I have visited every school in this part of your district, with the exception of two very small schools, about which I possess all necessary information. I am enabled, therefore, to make the following statement, which will be found in all important particulars to be correct:—

There are in all forty-two schools in connexion with the Church. In this calculation I have reckoned as one school each separate institution, whether consisting of one or more departments. If each department were reckoned as one school, the number would, of course, appear much larger.

In these schools there were present at the time of my visit 3,416 children.

In all, there are but nineteen teachers in the island who hold certificates of merit, and one only registered for pupil-teachers. The number of pupil-teachers now at work is thirty-nine.

In sixteen schools annual grants are awarded by the Committee of Council, and the pupil-teacher system is efficiently carried out.

Twelve others may be said to be in satisfactory and useful working order. The remainder are, for the most part, embarrassed by old and inefficient teachers, whose very meritorious efforts are impaired by their own bodily feebleness or intellectual incapacity.

There are two cases in which I beg leave to recommend teachers for retiring pensions. The first is that of Eliza Jolliffe, mistress of the girls' school at Niton, aged seventy-two; she has served as a teacher thirty-one years. She is a well-educated, well-born, and well-bred woman, being, I believe, the widow of a banker; but she has been for many years dependent upon her own exertions for support. The managers and inhabitants generally are most unwilling to deprive this very meritorious person of her appointment, and in the meantime, as her health declines, the school becomes more and more inefficient.

The second case is that of Mr. Barton, master of the boys' school at Arreton; he also is seventy years of age, and has had thirty years' service. The boys under his charge are taught reading, writing, and arithmetic fairly, though after a somewhat obsolete fashion. He maintains order with a huge cudgel and loud menaces; but I believe at the same time with perfect kindness, and without the slightest approach to

severity ; in a word, he is a very meritorious person, who has done good work in his day, but is now no longer efficient.

If I could entertain any hope that a third application could be successful, I should recommend the master of the boys' school at Chale, a very old and, I believe, meritorious person. The case, however, is not so urgent as those which I have already mentioned.

The number which I have estimated at 3,416 children, is that of those whom I have found in the schools, when I visited them, the total on the books may be estimated at one-fourth more at least, many of whom attend probably quite as often as those who happened to be present.

There are also in the towns one or little dames' schools, more or less in connexion with the Church. In these places, some ten or twenty little children are collected round a cottage fire, and kept quiet or amused under pretext of learning the alphabet. Of these little nurseries I have taken no account.

It may, I believe, be fairly assumed that in the Isle of Wight there are 4,250 children receiving their education in Church of England schools.

The population of the island, according to the census of 1851 being 50,324, and having increased considerably in the towns since that time, I scarcely think that you will consider this result satisfactory.

For my part, I should say that in none of the towns, with the exception only of Yarmouth, are the schools adequate to the requirements of the children of the poor. The villages are better provided with the means of elementary education.

At Newport there is an excellent mixed school, under a good master and industrial mistress ; but I am informed by the manager that soon after leaving school, the girls, almost without exception, fall victims to the vices and temptations of a garrison town.

I am assured that there is no exaggeration in this statement, which is based upon several years' experience ; but after allowing much for comprehensive generalization, a result will be left too horrible to be acquiesced in.

I should recommend that the mixed school should be at once separated into two distinct departments, one for either sex,* and that the girls should be confided to a certificated mistress of high character, under whose separate control influences likely to correct this evil might be employed more successfully than in a mixed school, however good.

I am confirmed in this opinion by the fact that in the endowed girls' school in the same place and under the same manager, this unhappy result is not found to occur.

* This has been done.

As regards the future. At Ventnor, new and good buildings are in the course of erection ; new buildings are also projected at Shorwell ; and there is some hope of a new building at East Cowes.

At West Cowes, also, it is not satisfactory that there should be no infant school. A grant for that purpose was made by the Lords of the Treasury some years ago, but neither the infants' school nor their Lordships' money is forthcoming. Measures have now been taken which it is hoped may end in the establishment of a proper school in a suitable building, and for this purpose the aid of the Committee of Council will be asked.

At Gatcombe, also, new buildings will probably be raised.

At Arreton a complete reform is required. Active measures have already been taken, and if my Lords should consider themselves justified in awarding a retiring pension to the master, I have little doubt that in a few months a good village school would take the place of the present unsatisfactory institution.

The condition of St. Helen's is not satisfactory. East Cowes also is not in very prosperous circumstances. Of Newchurch I cannot speak from my own observation, but I believe that the school has declined of late.

Niton and Haven* Streets are crippled by bad buildings. The same cause has been also hitherto one great obstacle to the efficiency of the three departments at Ventnor.

I have the pleasure of reporting that there are in the island eight schools at least which will bear comparison with any schools of their class in the district.

I think that Yarmouth is deserving of particular mention, from the circumstance that out of a population of 572, no less than 140 children are on the books of the school, of whom 120 are on the average to be found daily in the school.

It seems to me that the children of the island are more intelligent than those whom I have met with elsewhere ; their appearance and manners also are peculiarly pleasing. In almost every parish measures have been taken, or will shortly be taken, to repair the neglect of former times ; and there is reason to hope that in a few years there will be no village or hamlet without a good suitable building, a skilful teacher, and a well filled school.

I have the honor to be, &c.

R. E. HUGHES.

*To the Rev. W. Warburton,
Her Majesty's Inspector of Schools.*

* At Haven Street a new school-room has been built.

TABLE showing the State of National Schools in the Isle of Wight.

Sub-district.	Buildings.	Teachers.		General Remarks.	No. of Children in average Attendance.
		Master or Mistress.	Pupil-Teachers.		
COWES.					
West Cowes -	Buildings consist of one room on ground floor for boys, no class room; the room is large and well proportioned, but gloomy, premises contracted.	Master certified.	2	No infant school, the efficiency of both schools much impeded by the number of little children; on the whole good.	140
" -	Girls' room over head, of the same size, both rooms fairly supplied with desks and apparatus.	Mistress not certificated.	2	On the whole fair.	90
Northwood -	One room and class room.	Master certified.	2	Good -	44
" -	Good, teacher's house	Mistress and two assistants.	-	-	53
Whippingham -	One room and teacher's house, good.	Master certified.	-	Good.	43
East Cowes -	One room for boys, stone floor, wall desks, very moderate.	A new master, certificated, has taken charge.	-	Very moderate; there are hopes of getting a proper building here, the present is in all respects unfit.	38
" -	One room for girls, stone floor, wall desks, very moderate.	Mistress not certificated.	-	Very moderate	41
Barton -	-	-	-	A site has been obtained for a new school, 200l. have been subscribed, and an application for building grant has been made to the Committee of Council.	-
NEWPORT.					
Newport -	Large low room for the mixed school, well furnished and supplied.	Master certified.	6	Good; should be a separate girls' school.	147
" Infants -	Part of same building	Mistress certificated.	1	Good -	50
" Girls, endow. (not inspected.)	Fair -	Mistress not certificated.	-	Very fair -	30
" St. John's	Boys, pretty fair -	Master not certificated.	-	All pretty fair, evening classes are held for soldiers, also for civilians.	68
" " -	Girls, pretty fair -	Mistress not certificated.	-		78
" " -	Infants, pretty fair -	Mistress not certificated.	-		65
Carisbrook -	Mixed, good -	Master certificated.	-	Very fair -	41
" -	-	Mistress not certificated.	2	-	58
" Juvenile	One room, very fair, good, well supplied with apparatus.	Mistress not certificated.	-	Very fair -	60
Gatcombe -	Part of a farm-house, nicely kept and furnished, not ill suited for the purpose.	A farmer's daughter, well educated person.	-	Very fair; new buildings are projected; a small night school is held in the winter.	30
● Carried forward			15	-	1,076

Sub-district.	Buildings.	Teachers.		General Remarks.	No. of Children in average Attendance.
		Master or Mistress.	Pupil-Teachers.		
NEWPORT—cont.					
Arreton	Brought forward - Two rooms, pretty fair; stone floor, wall desks, apparatus, books, &c. moderate.	Master, 70, thirty years' service, candidate for retiring pension.	15	Moderate; hopes are entertained that a move might be made here if a pension could be procured for master, who is much respected.	1076
Wootton	A little village school, held in a cottage.	Mistress not certificated.	-		35
RYDE.					
Ryde, St. Thomas'	Boys, very good.	Master certificated.	4	Good	116
" "	Girls, very good	Mistress certificated.	3	Good	101
" "	Infants, very fair, good	Mistress not certificated.	-	Good; not connected with N. S.; no annual grants.	96
" Holy Trinity	Boys, very fair; pretty well supplied with apparatus; furniture pretty fair.	Master certificated.	2	Very fair	97
" "	Girls, held under church.	Mistress not certificated.	-	Fair	60
" St. James'	A former chapel, large and lofty, not well proportioned.	Mistress not certificated, formerly at Romsey infants.	-	Very fair	40
Haven Street	Very cramped, low, generally moderate.	Master not certificated.	-	Pretty fair	44
Binstead	Good	Mistress not certificated.	-		43
Newchurch	Pretty fair (not inspected).	Master not certificated.	-	Moderate	30
St. Helen's	Two rooms, neglected, moderate.	Master not certificated.	-	Moderate; a great reform is most desirable.	13
" "		Master not certificated.	-	Moderate	25
Oakfield	Mixed, one room, good	Master certificated.	2	Good	84
"	Infants, one room, good	Mistress certificated.	1	Good	62
Brading	Good; improved lately new desks; very fair.	Certificated.	1	All satisfactory	72
Bembridge	Boys, good; one room well supplied with apparatus.	Master trained, not certificated, seems to be efficient.	-	Good	48
"	Girls, fair; also well supplied.	Mistress not trained.	1	Very fair	36
Sandown	Very good, mixed	Master certificated.	-	Good, satisfactory	55
"	Room for infants	Mistress trained.	-	Good	51
Shanklin	Very fair, mixed	Master not certificated.	-	Good	48
"	Room for infants; both very fairly supplied with apparatus.	Mistress not certificated.	-	Good	47
Chillerton	Room for mixed	Mistress certificated.	-	Good, all satisfactory.	42
"	Room for infants, and class-room.	Assistant mistress not certificated.	1	Good, all satisfactory.	16
Carried forward			30		2,296

132 *Schools in Berks, Hants, and Wilts., and Isle of Wight.*

Sub-district.	Buildings.	Teachers.		General Remarks.	No. of Children in average Attendance.
		Master or Mistress.	Pupil-Teachers.		
GODSHILL.					
Bonchurch	Brought forward - Girls, good; one room	Mistress not certificated.	30	Very fair	2,295
Ventnor	New building are being constructed with building grant from Committee of Council.	Master not certificated.	-	Moderate	58
		Mistress not certificated.	-	Moderate	61
		Mistress not certificated.	-	Moderate	68
Niton	Boys; one room, low, and generally moderate.	Master not certificated.	-	-	28
"	Girls; one room, low, and generally moderate.	Mistress not certificated.	-	Mistress, Eliza Jolliffe, candidate for retiring pension.	24
Chale	Two rooms, very fair	Master old, not certificated.	-	A great reform is required.	15
"	- - - -	Mistress not certificated.	-	Very fair	24
"	- - - -	Mistress not certificated.	-	Very fair	28
Godshill	Two rooms, pretty fair	Master not certificated.	-	Pretty good	51
"	- - - -	Mistress not certificated.	-	-	34
Shorwell	Two rooms, far apart	Master not certificated.	-	-	29
"	- - - -	Mistress elderly, not certificated.	-	Moderate	42
Rookley	Fair building, not inspected.	Not certificated.	-	A private school	50
CALBOURNE.					
Brighston	Two rooms and class-room, good.	Master certificated.	2	All good	90
Brook and Mottistoun	One room, small, moderate.	Mistress an ex-pupil-teacher.	-	Pretty fair	33
Calbourne	Two rooms, partly brick floor, very fair.	Master not certificated.	-	Very fair	57
Newtown	Held in the old town hall, very fair	Mistress not certificated.	-	Very fair	37
Shalfleet	Room good; well provided in all respects.	Master registered.	2	Fair	77
Yarmouth	Mixed, one room and class-room, good; well supplied in all respects.	Master certificated.	3	All good	80
"	Infants, one room, good	Mistress certificated.	-	-	40
Freshwater	Good	Master certificated.	2	Good	113
Norton	Pretty fair, mixed	Master elderly, not certificated.	-	Pretty fair	25
Total		- - - -	39	Total	416

GENERAL REPORT, for the Year 1858, by Her Majesty's
Inspector of Schools, the Rev. G. R. MONCREIFF, M.A., on
the CHURCH OF ENGLAND SCHOOLS inspected in the Counties
of NORTHUMBERLAND, CUMBERLAND, DURHAM, and WEST-
MORELAND.

MY LORDS,

THERE is no material change in the attendance of Age and
scholars, either as regards regularity or the length of con- attendance
tinuance at school. The anomalies formerly pointed out of scholars.
remain unabated; the problem of their removal has made no
advance towards solution.

In this district, the following systematic efforts have been Remedies
made to check these irregularities :— for irregu-
larities.

1. First in order of time and of importance is the North- Northum-
umberland and Durham-prize-scheme. I must refer to the berland and
last (fourth) report of the association* for detailed informa- Durham
tion. The general result which I draw from my experience prize-
of its working is, that while it is difficult to overstate its scheme.
indirect beneficial influence on the schools to which it has been
applied, its effect in the specific direction of lengthening the
period of school-life has been too small to produce any per-
ceptible change in the condition of the mining or manufacturing
population.

2. A prize-scheme on a small scale has been in operation for Allhallows
two years for a little knot of schools in Cumberland, under the prize-
auspices of Mr. Moore, and this year with the sanction and scheme.
presence of the Bishop of Carlisle. There was much spirit
shown by the candidates; and an amount of careful prepara-
tion, as compared with the examination of 1857, which showed
that the "competitive" principle had told on the schools and
teachers. With a little remodelling, I hope to see this exami-
nation become an established "institution" of that section of
Cumberland.

In both these schemes, I have the pleasure of acting
conjointly with my colleague, Mr. Scoltock, and I cannot
refrain from expressing my feeling that this combination of
inspectors connected with different classes of schools is, in
many ways, most conducive to the interests of education in
their districts.

* Printed by M. & M. W. Lambert, 42-50, Grey Street, Newcastle-upon-
Tyne (1858).

Carlisle
Diocesan
scheme.

3. A larger scheme for competitive examinations is now before the Carlisle Diocesan Board. It has been carefully prepared by a sub-committee, including several of the most influential laymen of the diocese; but as it is yet awaiting the sanction of the board, I refrain from notice of its provisions.

Carlisle
School
Union
scheme.

4. For a similar reason, I can barely mention a local scheme for the *City* of Carlisle, and the immediate neighbourhood, which has been recently put forth by the "School Union," a body which I shall describe immediately.

On both of these, I hope to report progress next year; and at least, in the latter case, to speak of an actual commencement.

Prize-
schemes.

It has often been alleged that prize-schemes have a tendency to encourage in teachers the habit of giving an undue share of attention to a few children at the head of a school, to the neglect of the mass. As regards the Northumberland and Durham examinations, this objection seems to me to have no place. I have not detected the slightest trace of such a process of preparation. Even under the stronger competitive stimulus of the Allhallow's scheme, there is no room for the complaint. Allowing for the accidents of a somewhat hurried examination, I believe that the prizes went in a very close ratio to the real merit of the schools. Nor was there a single school out of those most successful, where the attainments of the few were in striking contrast with the ignorance of the many. This not uncommon phenomenon is due to other and less modern influences than those of prize-schemes.

In the greater number of our annual-grant schools, the truth is, that a reasonably good first class is unattainable, without close attention to the whole school. Coming and going so fast as our children do, they *cannot* be "crammed" to any great purpose in the short time they remain in the first class. A single "phenomenon" is sometimes suspicious; a good first class is almost always a sign of a healthy school. I always watch the teaching and management of the younger children; but this is chiefly for other reasons. Had I nothing to do but to form my opinion on the actual condition of the school, the skill and faithfulness of the teacher, and so on, I should not be afraid to come to my conclusion on a thorough observation of the first class alone; except, of course, in the exceptional case of a newly appointed teacher building on another man's foundation.

Carlisle
School
Union.

5. The "School Union" itself has been in existence for about two years. Its specific object was to check one principal cause of irregularity and relaxation of discipline—the causeless removal of children from school to school, at the caprice of the parent, or the mere fancy of the child. The Union

includes *nearly* every public school for the labouring classes in or near Carlisle, with one or two large private establishments. The agreement is, that no child shall be received from one of these schools into another, without producing a certificate that a month's notice has been given before its removal. The general testimony of teachers is very strongly in favour of the efficacy and beneficial working of this simple machinery.

6. I must not pass unnoticed the "scholars' certificates" Scholars' certificates. given by your Lordships. These have not as yet taken root in my district. A considerable number are annually given in the Duke of Northumberland's school at Alnwick; a few at Aspatria and Crosthwaite, and one or two stray ones in other schools. The migratory habits of parents form, I believe, one main reason why they have been so seldom claimed.

On the whole, I am happy to think that the schools under my inspection are improving. With very few exceptions, my estimate for the year 1857-8, is higher than for 1856-7. But I am bound to add that the rise is either from "*bad*" or "*moderate*" to "*fair*" or at best from "*fair*" to "*pretty good*" or possibly to "*good*." Few indeed are the cases where the age and attendance of scholars give the teachers a chance of reaching the last epithet; to aspire to "*excellent*" as regards actual results, is generally impossible, be the teachers what they may.

I have, therefore, far greater pleasure and interest in con- Teachers. sidering the efficiency of teachers than in attempting to measure the progress of the scholars. If I am asked, "Is the result satisfactory?" as tested by the amount of instruction given, or of sound training received by the mass of children, I answer as I have always answered, that it is not. But, if I am asked "Are the teachers as a body such as are needed for: "the work? Is the result of their apprenticeship and training, "so far, satisfactory?" I am happy to be able to give, on the whole, a clear affirmative reply.

Teachers receiving annual grants are necessarily of these Classes teachers. four classes:—

1. Registered.
2. Untrained, but certificated.
3. Trained, without being pupil-teachers.
4. Ex-pupil-teachers, fully trained.

The present system is responsible, in very different degrees, for the work of these different classes. The two former have been sanctioned and accepted; the education of the third has been partly, and the fourth wholly, conducted under the direction of your Lordships' Minutes.

It need not excite surprise, if I say that at the first glance Comparative merits. at my list, it is not as easy as might have been supposed to strike the balance between these classes. Leaving the *first*,

(a very small one) out of view, the untrained certificated teacher and the non-pupil-teacher have as yet, on their side, the important element of experience and length of service in the school in which they are now engaged. There are not more than five or six of the ex-pupil-teacher class, who were not still *in statu pupillari* when I took charge of the district. It naturally follows that nearly all the schools which I should place at the head of my list, belong to the second or third of the classes given above.

Effects of
training.

Between these two classes, there is (I am happy to say) no comparison. Whatever may be the defects of our training system, there is no doubt, as a fact, that the trained masters and mistresses in this district have proved themselves, as a body, superior in all points to their untrained competitors. I have under my inspection many useful teachers who have had no training, and several of high ability; but I do not see more than about half a dozen whose schools could take high rank in a graduated list. Single points are often strong, but there is seldom to be found the *finish* and completeness of a really able and well-trained teacher. In my list of this class, I could find good disciplinarians, good teachers of writing and (now and then) of reading and of the principles of arithmetic, but few who could give a vigorous and effective oral lesson, or hold the whole work of a school in hand, with coolness, judgment, and power of control.

Ex-pupil-
teachers.

It is more interesting to consider the performance and promise of those who, having been pupil-teachers, are now masters and mistresses in the district. On a hasty computation, I seem to have inspected about thirty-two of the former and sixteen of the latter; the true number is probably rather greater. The oldest have been about four years at work, the great majority one or two years. Of these, I have marked thirteen or fourteen as showing positive results which are completely satisfactory. Not more than four or five have, in my opinion, failed, and in each of these cases, nature rather than system is at fault,—an early apprenticeship has pressed into the service young persons who had no natural call to the work. All the rest are, with fair success, filling the office for which they were trained.

I shall not say much on methods. They are at present rather more uniform than is desirable, or than I should expect to find them in a few years, when experience has been grafted on thorough training. But I am more and more persuaded that of all the elements which go to the making of a successful school, if earnestness be the first, special methods are among the last. There is but one subject, I think, on which defective method strikes me as the main cause of failures, and that is

reading. I rarely meet with master or mistress who seems to have studied the question how to teach children to read fluently or expressively.

Are our teachers who have been apprentices hearty and earnest in their work? This is a grave question. Looking down my list, and weighing each name as it occurs, I am glad to say that I think they are. I believe I know their characters pretty accurately. Of course, I see them, as it were, on one side, and that not the most unconstrained or easy; but still I think I am not far deceived. They have, no doubt, many views, feelings, sympathies, and opinions, which do not appear before me; but judging from their actual work and conversation, and correcting my own observations by the opinions and incidental expressions of others, I feel sure that considerably more than half of them are devoting themselves with heart and strength to do their duty as well as it can be done. Of not a few I further believe that they recognize a higher motive for so doing than man's praise or self-interest. Not that I expect them to be indifferent to either; why should they? But I am sure that many of them labour from hearty interest in their children, and with a view also to the lasting value of sound training.

I doubt whether, in the details of school work, they sufficiently bear in mind that a sound system lies in most points in the balance of opposite tendencies, as of quiet and activity, animation and accuracy, variety and unity of method, &c., &c. I have met with some *quietists* whose schools seemed asleep for very order's sake, and here and there with a *bustler* so active that nothing could be done. I have heard lessons so lively that nothing was learnt, and others so accurate that nothing was attended to. In these points, as in all, increase of years will bring increase of wisdom, showing that as methods are for the school, not the school for methods, a principle is good just so far as it can stand the test of actual progress.

I have the honor to be, &c.

G. R. MONCREIFF.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year 1858, by Her Majesty's Inspector of Schools, the Rev. H. LONGUEVILLE JONES, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected by him in WALES.*

MY LORDS,

(1.) THE number of schools inspected by my colleague, Rev. B. J. Binns, and myself, during this period has been rather larger than during 1856-7. It has not increased so much as either of us had hoped or expected; and I attribute this result to the circumstances of the Minutes of the Committee of Council being inapplicable to a large portion of Wales; a cause of retardation acting independently of the general apathy of the middle classes in remote agricultural districts.

(2.) The condition of the schools generally has shown signs of improvement, not without fluctuations. This might have been expected. As the system now in force becomes more and more consolidated, those schools, in which it is established, reap advantage of discipline and order and distribution of labour, such as must result from almost any system, if tolerably well administered. The present system certainly has ameliorated schools.

One of the main causes of retardation is the irregularity of attendance on the part of the children; when they approach the limits of an age that renders their labour profitable. No legislative enactment, that would be tolerated in a nation such as our own, can entirely remedy this evil; it is better, instead of complaining about it, to try and modify the system so as to make the processes of education meet the wants and wishes of the people; but this is the very thing which the present system and its obligatory forms are not calculated to effect. For instance, if instruction is considered a secondary object by labouring parents for children at eleven years of age, the best way to get the same amount of information conveyed to the youthful mind in the same time is to develop the educational process for infant instruction; and if children fall off from school earlier now than they did, to begin with them in the school at a more tender age. The prevailing tendency, however, of the present system is to foster anything that may suit the elder classes rather than to promote what may be most suited to the younger.

Another cause, probably destined to be of as long duration as the former, and almost equally beyond legislative control, is the paucity of funds provided for education; also their unequal distribution.

(3.) The external appliances of school buildings in my district, are in much the same condition, much the same ratio of distribution. The same faults of plan, of elevation, and of construction continue to be made without any remark, except when money is required for attempts to remedy them. A few, and only a few, improvements have been effected; and these, too, chiefly by non-professional persons, without the aid of any architectural advisers.

I do not expect any speedy remedy for this state of things, because—

- (a.) School committees, and the clergy more especially, are not well versed in the elements of architectural construction;
 - (b.) School committees are often careless in issuing orders to the persons they employ, and in seeing that they get a fair return for the money expended;
 - (c.) All superintending control is taken away from the only Government officers who could have opportunities of inspecting the buildings; and designs seemed to be passed with marvellous facility.
- (4.) School managers have complained to me pretty generally of the regulations of capitation grants being unsuited to Wales, because the agricultural operations of the country, which is much undermanned, render large and irregular breaches of attendance inevitable; and also because the difficulties of climate and of locality are such as are not experienced in the more favoured districts of England; for which, and for town populations they consider the capitation regulations to have been more particularly framed.

(5.) School managers complain of the difficulty of procuring apprentices, and think that if the duration of the apprenticeship were curtailed, and the upper limit of age extended, many young persons would come forward for this important office. Observations of this kind were made to me before the recent Minute was, not adopted, for it dates from July 1858, but finally promulgated.

(6.) School managers still find a difficulty in procuring teachers at reasonable salaries; but until the proportion between supply and demand in respect of teachers becomes better regulated for the whole country, it is hard to say from what special cause this difficulty arises. Some, however, complain that they cannot anywhere, now, find the humbler kind of plain schoolmaster that would suit the requirements of remote agricultural districts; and that, even if they could afford to give metropolitan salaries, they could not obtain teachers who would undertake the peculiar kind of work which they have to offer.

(7.) School managers complain bitterly to me of the multiplied forms and official complications, met with in their intercourse with the Committee of Council; they represent that for a peculiar district and a peculiar people, such as Wales and the Welsh, the stiffness of legal forms and official references might be advantageously modified.

I am aware that much may be said against their complaints, and that, on due consideration, most reasonable persons connected with schools must consent to a system more or less uniform; still I cannot avoid seeing that local circumstances and requirements sometimes have so much force, more or less temporary perhaps, that a departure from excessive centralization would often be desirable.

(8.) In the diocese of St. David's, archidiaconal boards of education have been lately organized, and have already produced good results in stimulating various parishes to more active exertions in the maintaining or opening of schools.

(9.) Masters complain to me very seriously of the "arbitrary and unjust manner," as they term it, in which their augmentations are diminished upon each change of employment. If all school accounts were made up by *quarters* instead of by years, and if the Committee of Council made its payments once annually, but according to the number of quarters that could be verified and proved to be good by the inspector on his annual visit; in conjunction with the school managers, instead of paying *only by whole years*, as is now the rule, many of the inconveniences complained of might be removed.

(10.) The want of *ragged*, that is to say, of eleemosynary, schools is greatly felt in the manufacturing towns and seaports of my district; but the benevolent persons residing therein, though alive to the requirements of the populations, do not see their way to obtaining aid under the existing Minutes. Meanwhile, in such places as Cardiff, Swansea, Merthyr, Wrexham, there is a mass of floating juvenile crime and immorality which greatly mars all the efforts made to ameliorate the condition of the really labouring classes.

I have the honor to be, &c.

H. LONGUEVILLE JONES.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, by *Her Majesty's Inspector of Schools*, J. D. MORELL, Esq., A.M., on the BRITISH SCHOOLS, and the WESLEYAN and other DENOMINATIONAL SCHOOLS, inspected by him in the Year 1858.

MY LORDS,

I.—NUMBER AND PROGRESS OF SCHOOLS INSPECTED.

THE number of *institutions* inspected by myself during the year has been 130. This does not, however, by any means, represent the entire number in my district which have received grants, and which are either at present under inspection or will be so in the course of next year. Some of the schools upon my list have been inspected by one of my colleagues; others have come upon the list since the 1st of September, and several others have applied for inspection, and are now awaiting it at the proper time; these amount in all to 25. If to these annual grant cases I add those which have received building grants only, and which amount to about 26, it will give a total of 181 school institutions *liable* to inspection at present in my district.

In the populous parts of the country in which most of my operations lie, these institutions are generally on a very large scale, often comprehending two and three distinct schools. Thus, the 130 institutions inspected during the last year, comprise just 200 schools under separate; and those mostly certificated, teachers; and the 155 institutions which are now upon my list of inspection for next year comprise 238 distinct schools, which are now enjoying or applying for annual grants.

These schools are, for the most part, very numerously attended, and require a proportionally large staff of pupil-teachers. The number of children present in the schools inspected by myself, as given by the last published statistics, was 27,403; the number of pupil-teachers on my list at the present moment exceeds 540; both, I believe, the highest numbers belonging to any district, either in England or Scotland, under a single inspector.

The increase of schools applying for inspection under your Lordships' Minutes has been steady and continuous. In the north of England, generally, the increase has been mostly on the side either of Wesleyan and Presbyterian schools, or of schools connected with large industrial establishments and mechanics' institutes. Of British schools, strictly so called, the

increase has been comparatively small. It is only by very slow degrees that this element in popular education, in these parts of the country at least, is recovering from the check it received, in consequence of the opposition of a large number of the local committees to government inspection and pecuniary grants. These objections are, indeed, one after the other, wearing away, but hardly in time for the British school to occupy that position through these populous northern regions which it *must* otherwise have done.

In North Wales, on the contrary, the *entire* increase is on the side of the British school. As all the religious denominations and nine-tenths of the Welsh population have adopted this principle as their own, it seems probable that in process of time a large majority of the Welsh people, at least in the northern half of the principality, will be educated upon this basis. The chief drawback hitherto felt to the increase of British schools in Wales has been the want of certificated teachers acquainted with the Welsh language. As this want is now being supplied by means of the temporary normal school at Bangor, a considerable activity has already sprung up through the country in favour of school extension, and large buildings are now in the course of erection in several of the more populous towns and neighbourhoods.

This simultaneous increase in Lancashire and Wales, will render it *desirable*, if not *necessary*, for me in the course of next year to receive some additional aid, in order to fulfil *satisfactorily* the regular duties of inspection.

II.—SCHOOL METHODS, &c.

1. *Reading*.—Much stress is now generally laid upon reading as a matter of fundamental importance; but more upon its *fluency* than its *expression*. It is not uncommon to find at least three-fourths of the children in our northern primary schools, reading books of general information with very decided fluency; but it is by no means so common to find even the highest class reading with much delicacy of expression. I do not mean that we have now ever to complain of that monotonous unvaried style of reading, without any attempt at inflexion of voice, which used to be almost a general feature of elementary schools some years ago. A certain rough and not ineffective power of emphasis has been everywhere secured; but with a few exceptions, and those generally in *girls'* schools, the power of expressing sentiment or feeling or poetic imagery with any degree of refinement is certainly wanting. As a means of true education, *i.e.*, of infusing noble sentiments into the mind and of cultivating a taste for the good

the beautiful, and the true, *expressive* reading, I think, might fairly demand somewhat *more attention* than in ordinary cases it is now receiving.

Writing and Dictation.—In these two branches I can report a very decided progress within the last few years. I doubt, indeed, whether there are any schools in the country, of whatever class, where more systematic pains are taken to arrive at excellency in these two respects than are taken in the best of our primary schools. With regard to dictation specially, it is in those schools which introduce it very early amongst the younger classes, that the greatest perfection is attained; and as there is still a large number of schools in which the first class only can write a dictation decently, I may put it down as a *desideratum*, that where this is not already done, the habit of writing words and simple sentences from the ear should be commenced as soon as the child can well hold a pencil and make his letters legible.

Arithmetic.—Mechanical facility in working elementary processes is, I consider, very fairly attained in a large majority of our schools. What with daily exercise at school, evening tasks at home, and a regular drilling in mental calculation, the scholar does come to handle simple numbers with considerable ease and rapidity.

With regard to the scientific use of arithmetic on the other hand, there is certainly a good deal of deficiency generally observable. In classes working fractions, particularly, I have often to observe and regret the almost total want of any fundamental knowledge of the principles on which all fractional arithmetic is grounded. Much more use might be made of the principles of arithmetic, as a means of mental education for the more advanced scholars than is now done; and a much greater readiness in applying arithmetic to any practical purposes whatever would at the same time be secured.

One of the causes leading to this deficiency is the very objectionable method adopted in many schools, of putting the children miscellaneously into the desks, and directing each one to go on working with his own book, with an occasional hint from a teacher set to superintend the whole. This individual work, properly speaking, should be done in *home tasks*, and the teacher should seize the little time he has actually at school with this class to expound and inculcate principles, and to work illustrative examples with them. Having done this, home tasks will naturally come in and do all the rest.

Grammar.—In my district, a tolerably universal movement has been made towards the introduction of grammatical analysis in place of the old and formal method of parsing. We are generally getting into the habit of viewing the sentence as

the fundamental starting point, instead of *the word*—and of following up the development of the sentence as the guiding idea of all grammatical teaching. This method, it is hardly necessary to say, is altogether more intellectual than the old one, and furnishes far more scope for mental training. It is not well, however, for teachers to forget (which they sometimes do), that the study of words and their inflexions is not to be lost sight of; but, that whatever was valuable in the old method of parsing must be retained, notwithstanding the superior claims of grammatical analysis upon their attention.

Geography.—I am inclined to think, that of all the subjects of elementary instruction geography is the one of which the least good use is made in a great many of our primary schools. The error which runs through so large a portion of geographical instruction is, that of insisting and dwelling upon information which is quite unimportant and useless, and neglecting what every educated man is expected to know. The number of the times, in the year, in which I am obliged to hear the exact heights of certain mountains, the exact lengths of certain rivers, and other similar information impressed as though it were a matter of pressing necessity for every child to be acquainted with it, is something quite remarkable. It does not seem to enter the heads of many teachers, that these are points of information, mostly incorrect, because scarcely even accurately ascertained, that they are quite unimportant in themselves, and so purely formal and conventional that they are sure to go out of the memory of the scholars immediately they cease to be exercised in them.

In elementary schools there is no object at all to be gained by aiming at scientific accuracy in measurements and distances. Just as little use is there in burdening the memory with a great number of hard names; to give for instance, a complete list of the rivers of Asia which flow northward; or a perfectly accurate account of the tributaries of the Thames; or the names of all the higher mountain peaks in the Pennine Range or Cambrian Group. The knowledge which the teachers ought to embody in their lessons on geography is real and practical knowledge, not verbal and technical. What the children require is something valid and useful about the planet on which they live; about the places lying all about them, and with which they will perhaps have personal communion before many years are past; about the different countries of the globe; their government, manners, customs, languages, and laws; about the great avenues of British commerce; the colonies of the empire; the main routes of travel and emigration.

On these points there is yet a great deficiency observable, even amongst those scholars who can give a great number of

measurements and an amazing list of names. The political geography of Central Europe for example, especially Germany, Austria, and Italy is scarcely ever correctly comprehended, even in its bare outlines.

The manner of reaching the different countries and capitals of Europe, and the length of time it would take to do so, are points of practical knowledge which I have scarcely ever found to exist, with any degree of accuracy or definitiveness, even in the best schools. What I should wish to see, accordingly, is some attempt to make geographical knowledge useful, *i.e.*, either to develop the physical features, so as to give a comprehensive idea of the kind of natural agencies which are operating on the surface of our globe, and shaping all its most striking phenomena; or to give a practical and serviceable knowledge of men and things in relation to the different countries around us, such as every well informed man is supposed to possess. Railway guides and books of travel might be occasionally used here with advantage, or the teacher might embody the information he gains from tourists' descriptions into lessons which would at once profit and delight his pupils. Little improvement will be made, I fear, in this respect until geography books, filled as they usually are with mere names and measurements, are supplemented by works of general interest and useful information.

History.—What I have said in reference to geography applies (only in a less degree) to historical instruction. Perhaps, for the general run of scholars in our primary schools, nothing better can be done than to give a chronological outline of English history, which they may fill up by private reading in after-life. When, however, particular facts are given, care should be taken to let them be important and not trivial ones. For example, of all the children learning history in our schools, there are perhaps comparatively few, who have not been carefully charged with the fact, that William Rufus had red hair, though it is difficult to say what kind of importance can be attached to it. Some teachers, on the other hand, appear to have an especial taste for history, and make it the means of most valuable instruction to the children on all kinds of collateral subjects. When this is not the case, it would be well if teachers would fill up the historical outline with such facts as have really some definite importance in relation to the history of the time or of the development of the country.

Discipline.—Perhaps there is scarcely any one point in which greater improvement has been made under the present Minutes of the Committee of Council, than in the order and discipline of the schools under inspection. I am not unfre-

quently made sensible of this when called upon to inspect new schools, and to note the great imperfection in the discipline which these more frequently than not present. During the earlier years of my inspection I was frequently in despair as to the possibility of doing anything or hearing anything in the school-room in which the inspection had to be carried on. The noise of the children, which the teachers had got the singular habit of designating "the hum of work" most effectually prevented any efforts which I could make to find out what the work really was, or how far the scholars had advanced in it. Such difficulties I hardly ever encounter now, except in new schools, and not by any means uniformly in them. There are still, however, one or two points in which some schools are still defective; one very serious defect I still meet with is, the permission of undertalking in the classes, a habit fearfully destructive of comfort to the teacher himself, as well as order and quiet to the school as a whole. Another habit which ought to be fought against as involving an important moral principle is that of children looking over each other's slates, and deriving assistance when in doubt or difficulty from other boys. The difficulty which an inspector has in getting a true result of each boy's labour, particularly in the case of arithmetic, would not be by any means so great, if the teachers uniformly schooled the children into the idea of trusting each to his own knowledge, and held up the dishonesty of borrowing help, whenever a test of progress was being applied.

On the whole, I may express my conviction that the general state of education, and the popular interest it excites throughout my district, are wholesome and encouraging signs of progress and improvement.

I have the honor to be, &c.

J. D. MORELL.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, by *Her Majesty's Inspector of Schools*,
 M. ARNOLD, Esq., M.A., on the BRITISH SCHOOLS, and the
 WESLEYAN and other DENOMINATIONAL SCHOOLS, inspected
 by him in the Year 1858.

MY LORDS,

London, January 1859.

1. I HAVE inspected, since the date of my last report, 159 schools under separate teachers, and receiving annual grants from your Lordships; in these schools are employed 128 certificated teachers, and 369 pupil-teachers. I found present in them for examination 19,449 scholars, male and female; their average attendance for the year ending at the date of my visit had been 17,959. Besides these schools, I have visited, for simple inspection, four not at present in receipt of annual aid from your Lordships, presenting for my examination 638 scholars, male and female, and reporting an average attendance of the same number.

Number and
progress of
schools
inspected.

The vast majority of schools inspected by me continues, therefore, to consist of schools receiving annual grants. The increase in the number of these, mounting from year to year, still prevents me from carrying into effect an inclination which I yet hope one day to fulfil, of visiting at least once every school in my district liable to inspection on any account whatever.

2. With the progress of the body of schools under my inspection I have abundant cause to be satisfied. If the superintendence afforded to British and Wesleyan schools by their managers is in some respects not so active as that which National schools enjoy, the condition of comparative independence in which the teachers are thus left is not without its advantages, when the teachers are of such a class as those generally found in the best British and Wesleyan schools. They form and pursue their own plans with entire security and consecutiveness; and occupy in the eyes of their scholars, and of the parents of their scholars, a position of undivided dignity and authority. There are some teachers who cannot safely be trusted with entire independence; some institutions which cannot thrive without the constant intervention and fostering care of their managers. I have in a former report observed that the usual course of management followed in British and Wesleyan schools is not perfectly adapted to teachers and institutions of this kind. But there are also some teachers who can be safely trusted to walk alone; there are some institutions so securely fixed, so

Management and
superintendence.

efficient, and so popular, that the best thing which their managers can do for them is to leave them to themselves. Of this latter kind are now many of the teachers and many of the institutions under my inspection in London; and for such the operation of the ordinary British and Wesleyan system of management is decidedly beneficial.

Condition
of premises
and furni-
ture.

3. I have found the committees of British and Wesleyan schools ready and willing to follow, to the utmost of their power, my suggestions for the enlargement or improvement of their schools. Very considerable sums of money have thus been spent upon the schools in London and its neighbourhood since they came under my inspection. The Wesleyan school at Acton, and the British school in Weymouth Terrace, Hackney Road, are instances which have come under my notice in the year just ended of schools entirely rebuilt or materially improved. These were almost the last, in my London district, of the schools urgently requiring improvement of this kind; and when I remember the state of the school premises in this district when I first took charge of it, I cannot but feel the greatest satisfaction at the change which I have witnessed. The Wesleyan school in Great Queen Street, Holborn, and the British school at Brentford, of both of which I have so often complained, still remained, when last I saw them, unaltered; but in both of these improvement is, I believe, now in progress; and when it is completed I shall have little more to desire with respect to the buildings and fittings of the schools under my inspection in and near London.

Books.

3. It has now become a common practice, throughout my district, for the scholars to buy their own school-books. The advantages of the practice are obvious; the children are found to take more care of books which are their own; above all, books which are the property of the scholar can be taken home by him in the evening, and the study of them continued out of school. But I have remarked in some schools where this practice was followed that several children, even in the higher classes, were without books altogether. They and their parents could not or would not buy them, and there was no public stock of which they could have the use in school; but such a state of things as this should in no case be suffered. If the children are of a class rich enough to be fairly expected to buy their own books, either they should buy them, if such is the rule of the school, or their attendance at the school should not be permitted. But I know scarcely one British or Wesleyan school in which there are not some children on whom it might be a hardship to make the purchase of books imperative. I think that in all schools there should be a public stock of books, from which those who cannot beyond a doubt afford

to buy for themselves should be supplied. It might safely be left to the teachers and managers to discriminate what children had a fair claim to be supplied from this source. Of all other scholars, the purchase of the necessary books might then be strictly required.

4. Almost every teacher under my inspection is now certified. Great interest is created among this able and active body of persons by the arrival of the period fixed by your Lordships for the first revision of certificates. A promotion of even one division is of great importance to a teacher. How powerfully, therefore, is his position affected by regulations which render possible, in some cases, a promotion of no less than three divisions! I believe that this periodical revision of certificates may prove a most powerful means to promote the efficiency of teachers. I propose to reserve, in revising certificates, the highest promotion for the very best teachers in my district; to award the promotion of three divisions, only when the teacher has given proof of distinguished excellence of some sort; whether of distinguished fidelity in adhering to the same school, or of distinguished success in conducting it. There are many cases in which a teacher's merit in adhering for five years to the same school cannot be considered sufficient, although joined to a fair degree of merit in the conduct of his school, to entitle him to the highest reward at your Lordships' disposal. In endowed schools, for instance, the certainty of, his stipend, the fixed number of his scholars, often render it so directly the teacher's interest to keep his situation, that continuance in it for five years can hardly be accepted as a proof of merit. In such cases, distinguished merit in the conduct of his school may fairly be demanded, in addition to his five years' service in it, of a teacher who seeks the highest promotion. On the other hand, where a teacher has continued in his school for his school's sake, when inclination or profit might have suggested a wish for change, such continuance is clearly in itself meritorious, and deserving of the highest encouragement and reward.

5. The attendance of the scholar in the schools under my inspection is, on the whole, surprisingly good. This regularity of attendance is, no doubt, in part owing to the fact that many of my best schools are mainly recruited from a class of society in which parents exercise much the same supervision over their children's proceedings as that which is generally exercised in the richer classes. The children have thus a much better home-training than the children of the classes below them, and their general conduct is comparatively regular. I am more and more convinced that benefit arises from the admission of schools containing children of this middle class

Efficiency of teachers.

Attendance of scholars.

Social rank of scholars.

Attainments
of scholars.

to a participation in grants, and from their consequent liability to inspection. I must notice at the same time that teachers do not always show perfect judiciousness in dealing with children of this description. I have heard such children addressed by their teachers with the title of "miss" and "master," an absurdity which would not for a moment be tolerated in English schools for the highest classes: but, on the other hand, I have observed that truly able teachers in dealing with children of this class, find it possible to inspire them with a genuine interest in their work, a good taste and a self-respect, which it is the highest office of education to inspire, and which I had never before witnessed, except as the result of the more prolonged and systematic training of the richer classes.

I am glad to remark a steady improvement in the needlework of girls' schools. The importance which recent regulations have given to the careful instruction in needlework of female pupil-teachers has much contributed to its general improvement in the schools where they are employed. I was informed, on remarking the excellence of the needlework in the girls' Lancasterian school at Loughborough, which I inspected the other day, that the girls in that school now often bring to school with them work done by their mothers, in order to pick it out and to do it better, and that this takes place with the full approbation of their mothers, who are delighted with their daughters' progress, and no longer remain satisfied with the clumsy needlework which would a few years ago have perfectly contented them. For, until lately, in the homes of these girls little care was felt for excellence in plain useful needlework; their daughters' proficiency in ornamental needlework alone excited the pride and interest of the mothers.

Organiza-
tion and
methods.

6. There is a prospect, I am glad to say, that the desk accommodation in ordinary Wesleyan schools, which I have more than once noticed as deficient, will be somewhat increased. The infant school system of the Wesleyans continues to bear the most excellent fruits; and the attention of the managers of British schools is increasingly directed to the establishment of separate departments for children of this age. In all the infant schools which I visit, there is, however, a tendency to allow the admission of children too young even for an infant school. The mothers put, no doubt, a great pressure upon infant school managers in this respect, but the pressure should be resisted. Children under three years of age should certainly not be admitted to an infant school, unless it is provided with a baby-room or crèche, such as is attached to infant schools in France. Two attempts at the establishment of this appendage

I have witnessed in infant schools in England ; neither attempt was fully successful ; but in neither case was there, I think, an adequate provision of attendants and fittings.

7. With the discipline generally maintained in the British Discipline. and Wesleyan schools under my inspection, and with the general progress of their pupil-teachers, I can express, I am glad to say, full satisfaction.

I have the honor to be, &c.

MATTHEW ARNOLD.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, by *Her Majesty's Inspector of Schools*,
JOSEPH BOWSTEAD, Esq., M.A., on the BRITISH SCHOOLS,
and the WESLEYAN and other DENOMINATIONAL SCHOOLS,
inspected by him in the Year 1858.

MY LORDS,

January 1859.

I.—NUMBER AND PROGRESS OF SCHOOLS INSPECTED.

Number of
schools in-
spected.

DURING the year to which this report is limited I was enabled to inspect and report upon 178 schools belonging to 120 distinct institutions, and all of these, except 13, were claimants of annual grants of one or more kinds from the public fund. The thirteen exceptions consisted of schools visited for the purpose of simple inspection, and either not yet prepared, or not intended, to become recipients of parliamentary aid. Several of them were recently-organized institutions, inspected at the express desire of the managers, with a view to suggest the arrangements necessary to enable them to meet the conditions of public help.

Number in
district.

With respect to both classes of schools, it is to be remarked that they do not represent all that are placed under my supervision. The time at my disposal did not enable me to reach every part of my district, or to exhaust the simple inspection cases in any of the counties which were visited for the sake of annual grants. I was, in fact, obliged to be indebted to my colleague, J. S. Laurie, Esq., for visiting the schools and reporting upon the grants due throughout the counties of Cardigan and Montgomery, and to another colleague, W. Scoltock, Esq., for those of Shropshire and North Staffordshire. The actual number of schools on my list for the whole district exceeds 230, and is rapidly increasing.

Their pro-
gress.

With the progress of the schools which I examined, I am enabled to express myself satisfied on the whole. They are not always what I should wish them to be, or even what they might be; but they are almost all improving, and many of them have attained a degree of efficiency which is remarkable under the circumstances in which they are placed, and decidedly creditable to the teachers by whom they are conducted. The general statistical summary (Table No. X.) will show in how large a proportion of the schools receiving annual grants I have been able to report that the teaching of the several branches of instruction is of a fairly satisfactory character; but this part of the subject will be again referred to, under the sixth head, in speaking of the attainments of the children.

II.—MANAGEMENT AND SUPERINTENDENCE.

Upon this subject I have very few remarks to make. The managers of the schools which I visit are almost invariably sincere and zealous friends of education, they readily adopt any suggestions which an Inspector may have occasion to make for the benefit of their schools, and they carry those suggestions into effect as far as their ability permits. But their time is often much occupied with other business of importance, and they can seldom give that constant superintendence to their schools, which, when judiciously exercised, is the surest guarantee of their success. This defect is generally met by allowing a large discretion to the teacher, and it is very rare to find this discretion exercised in a manner to require unfavourable notice. In boys' schools especially it may perhaps be doubted whether over-management is not more dangerous than its opposite. In girls' schools, the good effects produced by the constant visits of ladies are so marked as to make it matter of regret that many of them are left without this help.

III.—FINANCE.

In this matter a most striking change has taken place within the last few years. I believe it is not too much to say that six years ago one-half of the schools which I visited were considerably in debt, and the managers of nearly all schools made loud complaints of the difficulty of raising the needful funds. Now a case of debt to any noticeable amount is quite exceptional, and the occasional complaints which still reach me are altogether modified in tone.

I attribute this partly to the introduction of the capitation grant which has been, within the sphere of my experience, one of the most useful applications of public money ever made by your Lordships' authority, and partly to the steady success of most of the schools under the pupil-teacher system. When a school goes on from year to year realizing an amount of school-pence which sometimes increases but never materially falls off, and showing only an average wear and tear of books and apparatus, it is comparatively easy to foresee its pecuniary wants, and managers can appeal with confidence to the friends of popular education to supply them. I believe that the steady prosperity generally attending schools which avail themselves of your Lordships' Minutes, presenting (as it does) a marked contrast to the ups and downs of most elementary schools some twenty years ago, has done almost as much to forward the cause of education as the pecuniary grants themselves. It has pointed out a course of proceeding by which a school may be established with that which is very nearly a certainty of

success, and it has thus encouraged many to engage in the work who would have kept aloof from it under less hopeful circumstances.

Salaries and fees.

It is certain that the improved financial condition of the aided schools is not due either to any saving effected in the salaries of teachers, or to any undue raising of school fees. The average annual emoluments of the certified masters of annual-grant schools in my district amount to 103*l.* 1*s.* 8*d.*, those of the mistresses of girls' schools to 69*l.* 7*s.* 10*d.*, and those of the mistresses of infants' schools to 60*l.* 1*s.* 11*d.* The most common school fee in my district is twopence a week. But 23·87 per cent. of the whole mass of children in attendance pay less than twopence, 62·73 per cent. pay less than threepence, and only 2·69 per cent. pay more than fourpence.

IV.—CONDITION OF PREMISES AND FURNITURE, INCLUDING BOOKS.

Buildings and appliances.

Under this head I have only to remark that in schools which have been in the receipt of annual grants for some time past the buildings are almost invariably in good order, the furniture sufficient, and the supply of books and apparatus satisfactory; whilst in those which have recently availed themselves of public aid, improvements are either promised or in actual progress. The necessity of affording teachers the fitting appliances for the discharge of their important duties is fully recognized in every part of my district, and your Lordships' grants towards the cost of books, maps, and fittings, have been generally and gratefully accepted.

Ventilation.

Many otherwise excellent buildings, however, are still imperfectly ventilated; and I cannot help expressing my surprise that architects of schools should either pay so little attention to, or display so little practical skill in, this department of their work.

V.—EFFICIENCY OF TEACHERS.

Teachers.

There are at least 130 certified teachers in my district at this moment, and the number increases annually. The major part of these discharge their duties with zeal and fair success, studying the art of teaching just as an intelligent lawyer or physician studies the duties of his profession, and making every year's experience add something to the practical value of their services. A few are supine, or careless, or fatally injudicious; but a little patience generally suffices to show the true qualities of such as these in a very short time, and leads to their removal from a post for which they are unfitted. When students fresh from the training institutions take charge of schools for the first time on their own account, it is only reasonable to expect a

considerable proportion of failures ; but I have been agreeably surprised by the almost entire absence of such failures in my own district, especially where the students have previously passed through a five years' apprenticeship, and it affords me great satisfaction to find some young masters and mistresses of this class already taking rank among the most valuable teachers that I know. Indeed, all my experience tends to convince me more and more of the value of the pupil-teacher system as established by the Minutes of 1846 ; and I should see with regret any shortening of the term which future teachers now spend in carrying on, in a subordinate capacity, the detail work of our elementary schools.

IV.—CHARACTER OF SCHOLARS (ATTENDANCE, ATTAINMENTS, SOCIAL RANK).

The schools which I visited during the twelve months Attendance. covered by this report would have held 30,253 children, but the number actually present at the time of examination was only 20,596, and the daily average for the preceding year only 18,537. More than two-fifths of the whole had been in school less than one year, and seven-tenths of them were under ten years of age. These figures show how short must be the average stay of children in elementary schools, and how early the age at which they leave ; and I fear that there is no certain prospect of improvement in these respects.

I regret that I am not furnished with the returns necessary to estimate accurately the degree of regularity with which they attend during their stay ; but I believe that considerable progress in this respect has been made within the last two or three years. The capitation grant, being based upon a certain amount of attendance within the year, has made it the interest of managers and teachers to enforce regularity with more care than heretofore. Prize-schemes have tended strongly in the same direction ; and independently of these stimulants, teachers have begun to see more clearly how all their efforts are liable to be neutralized by absence or unpunctuality, and have devised various plans with a view to secure the co-operation of parents in diminishing as much as possible so great an evil. Regularity
believed to
be improv-
ing.

The attainments of the children must of course be estimated with reference to their attendance. It would be idle to fix an ideal standard, grounded upon that which is desirable in the abstract. We must look to that which is practicable, and call that a good elementary school which gives as much sound instruction to its inmates as their age and the duration and constancy of their attendance render feasible. Attain-
ments.

Good
schools.

Judged by this standard, there are many excellent schools in my district. Among those which are doing good work in the large towns, I may single out the Cheltenham British schools (for which new and admirable premises have just been built), the Gloucester British schools, the Redcross Street and Lewin Mead British schools at Bristol, the Church of the Saviour, Unitarian Domestic Mission, New Jerusalem, and Tennant Street schools, in Birmingham. In the smaller towns and villages I may name the British schools at Wootton-under-Edge, Tebworth, Framilode, Ross, and Oldland Common, and the Wesleyan schools at Kingswood. There are several first-class schools among the iron and coal works of the South Staffordshire district, particularly the Wesleyan schools at West Bromwich (lately removed into new and magnificent premises), Oldbury, Tipton, and Brierley Hill, and the British schools at Dudley and the Summit Foundry. The schools in South Wales are not less deserving of notice. As town schools, the British schools at Swansea, Pembroke Dock, Llandovery, Brynmawr, and Beaufort, the Caermarthen Lancasterian, the Llanelly General, and the Cardiff Wesleyan schools are as efficient, in most respects, as any schools, similarly situated which I inspect in England. As works' schools, those connected with the ironworks at Dowlais and Blaina, and with the copperworks at Hafod and Llanelly, are at the head of the list, but are closely followed by others, such as those at Pembrey, Rhymney, Maesteg (two distinct institutions), Ebbw Vale and Sirhowy, which are either less fortunately situated with respect to premises and appliances, or have been at work too short a time to admit of their having reached the position which they may be expected permanently to maintain.

Schools
omitted.

Most, however, of the schools which I have named have been receiving Government aid for some years past, have arrived very nearly at a stage of maximum efficiency under the circumstances in which they are placed, and may be regarded as fair specimens of the results which the Minutes of 1846, are calculated to produce. In order that this might be so, I have passed over some new schools of the very highest promise, such as the Bristol Wesleyan and the Neath School Society's schools (for both of which excellent buildings have recently been erected with your Lordships' aid), the British schools at Kidderminster, Pershore, and Moreton-in-the-Marsh, and the Wesleyan school at Pontypridd. I have been obliged to omit all mention of the schools in North Staffordshire, Shropshire, Montgomeryshire and Cardiganshire, for another reason, namely, because I have not seen any of them during

the past year, and there are several of them which I have never seen at all.

I have thought it unnecessary to classify the infants' ^{Infant schools.} schools separately, but I cannot forbear mentioning the two large and excellent ones at Dowlais and Hafod, the former of which contains about 500, and the latter about 400 children, all admirably organized, and receiving, I believe, as useful a preparation for the work of the juvenile school as it is practicable to give them, care being taken, on the one hand, that the school shall not degenerate into a mere play-room, and, on the other, that instruction shall never be allowed to press too heavily upon the half-developed faculties of the infant scholars. The infant department of the Kingswood Wesleyan school is also admirably conducted, and so is the infant school in Meadow Street, Bristol, notwithstanding the defects of the building in which it is carried on. There is nothing about which I am more anxious than to have a long list of such institutions to produce, but I am compelled to admit that infants' schools do not increase so rapidly as others.

The schools which I have singled out are such as I believe ^{Character of general results.} to be good ones of their kind and for their time, and decidedly creditable to their manager, and teachers; but I do not believe that the results attained, even in these first-class schools, are altogether satisfactory in themselves. On the contrary, I fear that the mass of the young people who go forth from them do so with very crude notions even upon the staple subjects in which they have been instructed, with but little taste for reading, and slight appreciation of the value of intellectual pursuits, and with only transient impressions of the principles which their teachers have endeavoured to inculcate. It seems certain that a large proportion of those among them who enjoy no further educational advantages, forget the greater part of that which they have learnt, and relapse almost entirely into the condition of the uneducated. This disheartening result is to be attributed, not to any defect in the ability of their teachers or the system on which they are taught, but solely to the short period of their attendance at school, and the early age at which they leave it. I believe that the evil in question is only to be alleviated by holding out encouragements calculated to prolong education both before and after the ordinary school period. Infant schools should be zealously promoted on the one side, an evening or adult schools on the other.

As to the social rank of the children in attendance at the ^{Social rank of scholars.} schools which I inspect, they belong for the most part to the respectable and independent working classes. The schools are

aided schools, but not charity schools. The parents can generally afford to pay something for the instruction of their offspring, though they might find it inconvenient to defray the whole cost of the education which they receive. In the smaller towns the schools are always attended by a few children whose fees are paid by their richer neighbours, and who would receive no education at all if they were left to depend for it entirely upon their own parents. In the larger towns this class of children finds admission into the ragged schools, which no longer fall under my supervision. A few children of parents who may be said to belong to the middle rather than the labouring class, undoubtedly find their way into our elementary schools; but in those which I examine, I see no reason to doubt that the Parliamentary grant is applied in the main, as it is intended to be, to the education of those who are destined to gain their support from the wages of daily labour.

Want of
room in
training
colleges.

I beg leave to request attention to the amount of accommodation afforded by the training colleges for pupil-teachers trained in British, Wesleyan, and other Protestant schools not exclusively connected with the Church of England. The case of these pupil-teachers is peculiar, because they are not officially examined during their apprenticeship in Catechism, Liturgy, or even Holy Scripture; and as these are subjects of examination for admission to all the Church of England training colleges, it would hardly be possible for this class of candidates, if they desired it, to succeed in gaining an entrance there. The training colleges into which they do habitually gain admission are those of the British and Foreign School Society in Southwark, one lately established upon similar principles at Bangor, and the Wesleyan Training College at Westminster. The number of vacancies in these three institutions at the close of the past year was 191; but the number of pupil-teachers who completed the terms of their apprenticeship in 1858, and who consequently might have competed for these 191 vacancies, was 507. Many, however, of these were discouraged by various circumstances from coming forward, and only 307 applied for Queen's scholarships. Of the 307, 245 were ultimately successful in passing the requisite examination, and as that number exceeds by 54 the number of vacancies, it follows that 54 of those who were actually approved on examination must have been excluded from the chance of completing their education as teachers. But this statement does not express the whole extent of the evil; for there were 200 who never applied for admission to the training colleges, and there can be little doubt that many of these were only prevented from applying

by their knowledge of the difficulties of the competition, and their fear of the consequences of failure. Perhaps, therefore, it is not too much to assume that 100 competent pupil-teachers, who would have been glad to enter these three training colleges for the current year, have been excluded by the inability of the institutions to accommodate them; and it is highly probable that a large proportion of these will thus be prevented from pursuing the calling for which they have been prepared at the public expense. Nor is the mischief limited to the present time. On the contrary, it will probably be repeated on a still larger scale next year, and will go on increasing annually until more accommodation is provided.

I submit this state of things to your Lordships, and to the friends of popular education, as an evil which demands immediate attention. Additional unsectarian training colleges are imperatively called for, and their establishment in suitable localities, by means of subscriptions and of aid from the Parliamentary grant, should be attempted with as little delay as possible. If I might venture to suggest a suitable locality within my own district for such an institution, it would be the neighbourhood of Bristol, which would accommodate equally the West of England and the growing district of South Wales.

I have the honor to be, &c.

J. BOWSTEAD.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, by Her Majesty's Inspector of Schools,
J. S. LAURIE, Esq., on the BRITISH SCHOOLS, and the
WESLEYAN and other DENOMINATIONAL SCHOOLS, inspected
by him in the Year 1858.

MY LORDS,

January 1859.

Schools of
West Corn-
wall.

1. THE schools of West Cornwall form two groups, of the first of which Truro is the centre, of the second Penzance. The former group embraces Truro, Falmouth, Camborne, Constantine British schools; and Penryn and Helstone Wesleyan. The latter group comprehends the schools of Penzance, St. Ives, St. Just, Bottoms, Mousehole, Hayle, and Wall. With one exception, and that in a scantily populated valley, all these schools are full; and what is more, with but one exception in each group, I have to characterize them as good working schools. I cannot refrain from signaling with especial mention the infant's school of St. Ives, quite ideal in every respect; and those of Penryn, Truro, Penzance, and Falmouth, which may safely stand comparison with the better class of schools in the whole district.

It is always interesting to note an instance in which the intellectual disadvantages which usually result from a state of isolation are counterbalanced by the energy of a race, or by the natural resources of a locality, or by some other circumstance which is not traceable to extraneous influence. Such a case West Cornwall has appeared to me very strikingly to present. The comparative isolation of the larger portion of the district seems even in many respects to act beneficially. Among the body of teachers, for example, the very limitation of the local horizon has helped to awaken an *esprit de corps* which is truly refreshing. They are animated by a certain friendly emulation, which is not burdensome, because its range is moderate; and I have found that they seize opportunities of comparing notes with each other on professional matters with greater eagerness than the teachers of any other part of England with which I am acquainted. Their schools have a progressive, hopeful aspect, and present intrinsic guarantees that their advancement rests on a sure foundation. On the whole, I do not know where to point to a body of teachers of higher promise than the teachers of West Cornwall.

It is not a little gratifying to be able to state that so much "teaching power" is thoroughly appreciated by the common

sense of the classes whom its aim is to benefit. This, indeed, it is but natural to expect from the mental activity which is necessarily connected with industrial enterprise. It is no wonder that the shrewdness of the Cornish, stimulated by the activity of their daily pursuits, has taken a rapid hold of the idea of popular education. In my last report I touched upon the fact that the coincidence of a recognition of the value of instruction with an enlarged field of industry had manifested itself in Lincolnshire to an astonishing extent within an incredibly short space of time. The same phenomenon, in itself too intelligible to require comment or explanation, is presented in Cornwall, though here we find also a supplementary agency of a different kind. In Cornwall the support of individual persons and families assumes greater prominence than in Lincoln, chiefly perhaps, because the stage of development as yet reached by the former county renders such support more indispensable. For example, to the influence of one family alone, the Foxes, a large share of the educational progress of West Cornwall is unquestionably due. At the same time, in no part of the Western division is there wanting a body of men sufficiently numerous and intelligent to undertake and ably to fulfil the duties of school management. The Truro group of schools is under the care chiefly of Friends, whose philanthropy is as eminently practical as it is hearty and sincere. The Penzance group is also in good hands. Some of the schools of which it consists owe a deep debt of gratitude to the wise liberality of several members of the Wesleyan body.

2. The second or intermediate section into which my district is divided comprises two classes of schools, namely, rural or village schools and town schools. These two classes differ so widely from each other that I must characterize them separately.

The *rural schools* are, on the whole, not in a prosperous condition. They are much scattered; they are seldom kindled into life by being prized and appreciated; and they are unaffected even by the contagious activity which the educational movement sometimes displays in the towns of their neighbourhood. This depends, of course, on the social circumstances of the inhabitants. So hopeless is the position of popular instruction amongst them, that an adequate number of managers is not forthcoming to undertake the responsibilities required by your Lordships; nor is there, I regret to report, much chance of any improvement in this state of matters. The number of these rural schools is small, and they increase very slowly, although not more slowly than might be ex-

Rural
schools of
Southern
District.

pected, considering their hard struggle to meet necessary expenses. The capitation grant, certainly, has somewhat benefited many of them, while it offers a temptation to those which are still out of the sphere of inspection to submit themselves to Government control. But the proportions in which this grant is distributed appear to me to be unequally adjusted. I will not here touch upon the very questionable policy of extending the grant to town schools; yet it seems unfair that the more exclusively rural a school is, and the more serious its drawbacks are, and the more urgent its poverty, the more insignificant also should be the amount of capitation money which it has a chance of receiving. It seems, therefore, that an advantage would be gained by determining the apportionment of the grant according to the exigencies of the type to which a school may belong; and that, in particular, some relaxation of the present regulations in favour of purely rural schools is desirable.

Town
schools of
the same.

The *town schools* of the second division of my district, a division, it should be observed, whose general character is agricultural, are, I am happy to state, nearly wholly exempt from the many difficulties which threaten at times to crush the schools of the little country villages. As a class, they are to be characterized as decidedly good; a fair proportion of them is excellent; and they are all well filled. Many of them, indeed, are full to repletion; and in some, such as those of Plymouth, Devonport, Tavistock, Exeter, Tiverton, Bridport, and Taunton, the numbers would under the old system have been quite unmanageable. But here the apprenticeship scheme shows its value. Certain circumstances are, I admit, especially favourable to its successful working in the case of the schools to which I refer; as, for instance, the character of the lads to be dealt with, who are not so lethargic as the rustics, less rough and better mannered than their contemporaries of the northern counties, and steadier and more manageable than the youths of the metropolis. Yet the results clearly enough demonstrate the general value of the system; and the ability with which the teachers of the schools which I am now describing utilize the power which it places at their disposal, would, though not yet by any means fully up to a very attainable mark, alone justify a favourable certificate of their professional worth.

These provincial town schools are seldom without a staff of zealous managers. They are nearly all British. In such places as Chichester, Bath, Taunton, Bridport, Plymouth, Devonport, Pill, &c., it has given me great pleasure to observe that a wonderful harmony of action has been established among

the chief religious bodies, between churchmen and dissenters of various creeds. It is a healthy sign that a number of clergymen have wholly laid aside a set of time-honoured scruples for the purpose of joining in support of a system founded on principles upon which all are agreed. This spirit of compromise has been further encouraged by the Duke of Bedford at Tavistock, Lord John Russell at Petersham, Dr. Lushington at Ockham, Sir W. Heathcote at Tiverton, Mr. Helyer at East Coker (Yeovil), and Earl Radnor at Coleshill.

3. It is a singular fact, and one which I am not at present fully prepared to explain, that the instruction given in most of the schools on the Surrey side of London is positively below the standard reached in the schools of the provincial towns. The only exception to this rule, and they are prominent ones, are the Croydon British school, Lambeth Chapel Wesleyan school, and Clapham British school (both girls' and boys'). I do not mean to assert that the Surrey schools do not produce as much of what may be termed mechanical or technical proficiency as any other schools, for in this respect I believe they are excelled by none; but they are undoubtedly weak in the cultivation of the powers of observation and thought; or, in other words, in that inestimable influence which will stimulate a youth to self-culture after his term of schooling is over. This is all the more singular, as they are superintended by managers of more than ordinary energy. Nor are the teachers deficient in zeal or ability. But, however it is to be explained, the inferiority of what may be termed the metropolitan schools of my district is certain.

Nearly all the schools to which I have above referred are frequented by two classes of scholars; the one belongs to the labouring and artizan population, the other belongs to the small farmers and tradesmen. The former, and generally the poorer class, constitutes the majority in the lower and intermediate sections of the school; and, for obvious reasons, it is in small force in the highest section, which is composed, on the whole, of the latter and richer class. This class, to a portion of which I am about to direct attention, is one of great social importance and numerical extent, while, educationally, it occupies the space between the ordinary public school and the so-called "middle-class school." I have to observe that a portion of this class obtains, from the conditions allowed, advantages to which it is hardly entitled, thereby being the means, in the case of crowded schools, of excluding the very persons for whose instruction the school exists, and on whose account

The capita-
tion grant
viewed
with refer-
ence to the
social status
of scholars.

alone special grants, such as capitation, are given. The primary school has been guarded against the risk of growing beyond the reach of those whom it attempts to benefit; but it appears there is, as yet, little security against the introduction of a different class who are disposed to avail themselves of the cheapness of the instruction offered, or are attracted thither by its superiority over that which can be found in their own sphere. The supposed superiority of the inspected over the ordinary private school is, in the main, the cause of the circumstance alluded to, and it is not less general in good town schools, where other sources of instruction are at hand, than in rural districts, where other sources are entirely wanting.

The fact has been observed by some school managers, and turned to account. In these instances, *while the entire privileges of the school are left open to the poorest*, the well-to-do of the *highest* section are expected to pay sixpence. This fee is rather below their average means, and the appeal is cheerfully responded to. This plan is thought preferable to that of a compulsory fee so fixed as to correspond with the rate of wages and other external circumstances. It relieves the managers from an unpleasant dilemma; nor is it found to encourage invidious distinctions, while the parents acquire self-respect from the consciousness of voluntarily acceding to a payment which renders them independent of charitable aid.

On the other hand, any scheme of high fees is justly viewed with little favour. If it is true that the mere improvement of the quality of the primary school has, through a variety of influences, elevated it a shade above the social grade by which it was formerly frequented, it is equally certain that the slightest increase of the rate of fees will create a still stronger tendency upwards.

The existence of a class competent to supply its own educational wants, your Lordships had no intention of recognizing, and, naturally, no official condition, unless that of exclusion, meets their case. The literal violation of indefeasible title is, however, of so limited and venial a kind, and the advantage accruing from the intermingling of a higher or more independent with a lower or the legitimate grade of pupils, leaves so large a balance in favour of the latter, that, in my opinion, the application of a delicately operating local policy would answer a sufficiently counteractive purpose.

It is, however, my chief object to point out in what manner your Lordships' limitations and pecuniary subsidies are liable to relieve the well-to-do class. It may be enough if the managers can show that any extraordinary charge for the highest section is balanced by the easier rates of the lower,

proving the average for the whole school to be within the means of the poor, and this can generally be done. But the capitation grant is viewed by some absolutely as a compensation for any voluntary concessions to the general wish of your Lordships regarding fees. It is, consequently, not an uncommon custom to lower the previous maximum fee of sixpence to fourpence, which is within the range of the capitation supplement. On an average, the managers gain little or nothing by this substitution of public for private funds. And they are secured against loss by the fact that the class relieved has few temptations to be irregular in attendance.

On the one hand, therefore, pecuniary relief is afforded where it is, unless in single instances, not needed; and, on the other, a grant which has for its primary object the encouragement of regular attendance is gained *without effort*.

To a limited extent, at least, the capitation grant would, therefore, seem not to answer its main end, not only with reference to the particular class of scholars noticed, but also to the same grade which is dispersed over all the remaining schools not included in the above observations, in which the lowest possible fee for *all* is still the rule. In these, which form the majority, the maximum fee does not exceed fourpence, descending to twopence or one penny; and they, consequently, *ceteris paribus*, come freely within the conditions of the bounty, and inferentially the schedule list is swelled by the effortless regularity of the class in question. It is, nevertheless, satisfactory, and to the advantage of the lower industrial masses, *on the whole*, that the trustees of these schools strictly adhere to the lower rates of payment; but it remains a question for closer scrutiny and further experience to solve, whether, with reference to the exceptional occurrence, I have ventured to broach, even the temptation of the supplementary subsidy of Government should overrule their *exclusive* attachment to what, as a general rule, must continue to be the first essential basis of popular education.

I have the honor to be, &c.

J. S. LAURIE.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, by *Her Majesty's Inspector of Schools,*
 WILLIAM SCOLTOCK, Esq., M.A., *on the BRITISH SCHOOLS,*
and the WESLEYAN and other DENOMINATIONAL SCHOOLS,
inspected by him in the Year 1858.

MY LORDS,

22 January 1859.

NUMBER AND PROGRESS OF SCHOOLS INSPECTED.

schools in-
spected.

Other offi-
cial works.

FROM the 1st of September 1857 to the 31st of August 1858, the number of institutions inspected by me amounted to 124, containing 161 departments under separate teachers; 17,132 children were present at the examinations. I also looked over the papers of 326 pupil-teachers. In addition to the above-named work, part of my time was occupied during the autumn of 1857, in aiding my colleague, Mr. J. D. Morell, in the inspection of the Westminster Wesleyan College. In the spring, also, of 1858, three days were spent in helping Her Majesty's Inspector, Rev. G. R. Moncreiff, to examine candidates for prizes at Newcastle-upon-Tyne and Bishop Auckland. Five weeks (more or less) in December 1857 and January 1858 were employed in holding examinations for Queen scholarships and certificates of merit, together with the revision of papers.

Of the schools which I visited, only ten institutions (the departments also being ten) were cases of simple inspection. I regret much that it was not in my power to comply with the requests of several managers to visit their schools with a view to bring the same under Government inspection. The mass of work already on hand must be my excuse, for my time has been entirely taken up with official duties from the 10th of February 1858 to the present date. Although in some instances I have failed to meet the wishes of those who have communicated with me, in order to obtain aid from Your Lordships, yet I trust that the increase in the number of schools either actually receiving or about to receive Government grants will prove that the district has, at all events, not fallen off since I have had the honor of inspecting schools in five of the northern counties of England.

The following Table will show the increase in the number of schools since January 1857. Increase in number of schools.

Counties.	New, for Annual Grants.	New, for Pupil-teachers.	Enlarged.	New, for Simple Inspection.
Yorkshire - -	33	1	2	0
Durham - -	7	0	1	3
Northumberland	7	1	0	9
Cumberland -	3	0	0	0
Westmoreland -	3	0	0	0

Totals.

- 53 New, for annual grants.
- 2 New, for pupil-teachers.
- 3 Enlarged, i.e., already under inspection, but having recently received grants for new departments.
- 12 New, for simple inspection.

Making in all 70 cases.

MANAGEMENT AND SUPERINTENDENCE.

I wish the teachers in my district by no means to think that I imagine that, as a rule, they do not give even more than the proper allowance of time to their pupil-teachers, as a proof of which I need only state that out of the (eight) males who head the "List of Queen Scholars from British and Wesleyan Schools" five come from my district. Yet I am bound to request managers carefully to look into the various points to which they have to certify, for during the past year some days were taken up in a very laborious and painful inquiry respecting the conduct of a mistress, as to whether she had or had not done her duty to the pupil-teachers. Now I am quite certain that the ill-will arising from such an investigation might have been avoided if one or two of the managers had exercised that supervision which is due in return for the annual grants from Government. Moreover, on public grounds I must say that an Inspector is not paid to spend his time in doing work which more properly belongs to the local committee of each school.

Success of pupil-teachers from my district.

CONDITION OF PREMISES AND FURNITURE.

In too many instances a woman is engaged at a very low salary to keep the school-room clean, but by this (I fear) it is Dirty state of school premises.

often understood that the school-room is to be washed *once* during the year, and to be brushed out as caprice may dictate. I have in some schools seen heaps of dust collected round the supporters of the desks, and as regards the gallery, the only cleaning it ever seemed to have received was from the children sitting upon it, and thus transferring the dirt from the boards to their own garments. I trust that many schools under my inspection will for the future be cleaner than heretofore. Some schools, I am glad to say, are bright exceptions to the rule of dirt.

CHARACTER OF SCHOLARS.

Instruction should be sound.

Reading lesson one of the best means of instruction.

Another year's experience has only confirmed me in the views which I put forth in my last report as to the need of *sound education in elementary subjects*. The reading lesson, it seems to me, ought to be one great means of instruction, for a skilful teacher will, during its continuance, be enabled to instruct the pupils in grammar, general information, spelling, and the like; and although a collective lesson on grammar (apart from the reading lesson) may be very useful, and the habit of parsing and analyzing a sentence written on the black-board instructive, yet in some cases it is apt to defeat its own object, more especially if the children are made to answer collectively, for the most forward of the scholars are likely to reply to the questions asked and the rest to take up the answers given.

Younger children read badly, partly owing to the want of interesting books.

The reading of the younger scholars needs special attention, the children, as a rule, read *into* their books, instead of being taught to speak out clearly and distinctly; they also seem (in some cases) to have little or no idea of the subject-matter before them; this may in part arise from the uninteresting nature of the books, and from the very hard words which are found in the lessons for lower classes; and I am inclined to think that the introduction into schools of a cheap edition of Robinson Crusoe or some other interesting work of fiction would bring about a change for the better.

Pupil-teachers should try to read well.

While I am treating of the above subject, I cannot help lamenting the want of good reading among the pupil-teachers: they should bear in mind that it is one of the subjects for certificates, and proficiency therein cannot be ensured by a year's training at college.

Arithmetic of lower classes by no means good.

In some of my schools the arithmetic is excellent, in others very bad; in many instances I find the deficiency chiefly among the children working simple rules, and this defect

often arises from the little care bestowed in teaching young children to make figures well, and to keep units under units, and tens under tens; they frequently know the rule correctly, but owing to bad figures cannot put down a right answer.

More attention should be paid to making figures.

ATTENDANCE.

The difficulty of securing regular attendance is very great, but I am sure that the best and perhaps the only remedies are that the instruction should be sound, not superficial, and that managers should take an interest in the teachers and scholars with whom they have to deal.

Remedies for irregular attendance.

The following is an account by Mr. Stevenson, of Jarrow, of a plan by which he tries to secure regular attendance:—

Mr. Stevenson's plan for securing attendance.

Jarrow Chemical Works, South Shields,
9 November 1858.

MY DEAR SIR,

I SUBJOIN, as you request, an account of the prize-scheme for regular attendance which I have adopted in the schools connected with our works.

The roll of attendance is examined at the end of every quarter to ascertain the number of daily attendances of each scholar. The names of those who have attended 50 days or upwards during the quarter are marked, and an additional mark is put to the names of those who have never been absent at all. The number of school days varies from 54½ to 58 each quarter.

From each of the six classes into which school is divided, I form a class consisting of those who have been present 50 days and upwards. These six selected classes I examine separately, on some subject, Scriptural knowledge, geography, arithmetic, dictation, &c., and to the boy and girl in each who answers best I give a prize. Each child, therefore, who has attended 50 days, has the chance of a prize in competition with those of his class-fellows who have been equally regular; but besides this, prizes are given to all who are never absent whether they excel at the competition or not.

I can speak most confidently of the effects of the plan in creating a public opinion in the school, and of course indirectly among the parents in favour of regular attendance. The child knows that his absence even for half a day may exclude him from the privilege of competing for the quarterly prize; and if he has good health he knows that he has the certainty of a reward if he takes care never to be absent during the quarter. The examination by the manager in person, occupying him one or two afternoons each quarter, undoubtedly acts as a stimulus to the whole work of the school, and enables him to obtain a detailed periodical acquaintance with the children and their progress, which most probably he would not otherwise do.

The plan was introduced immediately before your inspection of the school in May 1857. At that time the claim for capitation grant (for the "mixed" school alone) was for 17 scholars out of 152 on the books, or 11·2 per cent. In May last the proportion entitling the school to capitation was 22·9 per cent., being 47 out of 205. This will most clearly show the improved regularity of attendance consequent on the working of the scheme. About 30s. a quarter is spent on books for prizes.

170 *British, Wesleyan, and Denominational Schools.*

I append a tabular statement for the four quarters of our school year ending last May :—

	Quarters.			
	First.	Second.	Third.	Fourth.
Number of school-days	54½	55	58½	58
Children on the roll	147	178	182	212
Children present 50 days	51	40	60	117
Per-centage present 50 days	34·7	22·5	33·0	55·2
Children never absent	7	8	8	23
Per-centage never absent	4·8	4·5	4·4	10·8

Of course the fewer the school-days in a quarter, the more difficult it will be for a child to be present 50 days; and the greater the number of school-days, the greater will be the chance of missing one as well as the merit of never being absent. There would be less variation in the proportions of attendance in each of the above quarters if they were each of the same length.

I am, &c.
(Signed) JAMES C. STEVENSON.

W. Scoltock, Esq.,
Her Majesty's Inspector of Schools.

A like plan tried at Nafferton Wesleyan school.

A plan very like the above has been tried at Nafferton Wesleyan school, and the master was so pleased with the results that he made special reference to the same at the last inspection.

In my opinion, the course pursued by Mr. Stevenson will stand comparison with the prize-scheme system, as the term is generally understood.

Advantages of the above plan.

1. Regular attendance is in some measure secured, as every child may obtain a prize for regularity.
2. The managers, scholars, teachers, and parents all have a direct interest in the scheme.
3. The Jarrow school has increased in numbers; in fact, the mixed school was so full that another department has been opened for the girls.

Objections to the general prize-scheme system.

It is very likely to promote cramming.

The so-called prize-scheme system is liable to objections. Only a certain number of scholars from each school are presented as candidates, hence a great temptation is held out to a teacher to cram clever boys or girls, to the neglect of the mass of children, in order that the favoured few may carry off the rewards. And this evil most probably will increase year by year in proportion as the prize-scheme system becomes more *fashionable*; and if (as I fear may be the case) schools are to be considered good or bad according to the success

or failure at the general prize-scheme examinations, I am sure that unless an inspector be very careful in thoroughly testing *all* the children in *each class* he will find in those places in which the general prize-scheme is especially held in honor that his schools may contain a few well-taught pupils, but that the instruction in general will be by no means sound.

EFFICIENCY OF TEACHERS.

Of the teachers in my district, I can report most favourably as to the industry, patience, and ability with which they as a body conduct their schools.

I have the honor to be, &c.

WILLIAM SCOLTOCK.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, by *Her Majesty's Inspector of Schools*,
 CHARLES HENRY ALDERSON, Esq., M.A., on the BRITISH
 SCHOOLS, and the WESLEYAN and other DENOMINATIONAL
 SCHOOLS, inspected by him in the Year 1858.

MY LORDS,

9, Park Crescent, 1 Jan. 1859.

Number
and progress
of schools.

BETWEEN the end of August 1858 and the same date in the preceding year I have inspected 142 schools, of which 19 were cases of simple inspection. The number of separate departments was in all 161.

I have had time to do this year what I was unable to do last year, namely to visit the schools in my district not in receipt of annual grants, but open to Government inspection. In several cases, the result of my visit will be, I hope, the establishment of the institutions visited on a better and more solid footing.

Considering the area of my district, the number of applications throughout it from managers desirous of placing their schools in connexion with the Committee of Council increases but slowly. There have been but few fresh cases during the period to which this report relates.

Of the schools which it has been my duty to visit (with the exception of those in Lincolnshire, which are comparatively numerous), far the greater proportion belongs to the Midland and East-Central counties comprised in my district. Speaking generally, there is a marked absence of cases from the Eastern Counties proper, Norfolk and Suffolk. The proportion which the number of schools (British and other Denominational) liable to inspection bears either to the extent of these counties, or to the whole body of nonconformists contained in them, is insignificant, and seems to point either to the prevalence of considerable apathy towards the cause of education in these parts of the country, or possibly some mistaken notion of the conditions on which Government aid is proffered.

I have not observed, on the whole, much *progress* in the schools throughout my district since they were last the subject of a general report. Many, however, I believe I may say the majority, have maintained themselves in an equal degree of efficiency as when visited last year; and to two in particular, mentioned in my last report, the British schools for boys at Ipswich and Wisbeach, I can now add the names of four others, viz., the Hill Street British schools at Leicester, the Wesleyan school (boys), at Lincoln, the Derby British school,

(girls), and the Nottingham High Pavement school (girls), as continuing to reflect great credit on the efforts of their respective teachers. Some few schools have, I regret to say, retrograded in efficiency during the past year.

On progress, in a certain sense of the word, I confess experience has led me to look with a jealous eye. The term is too often taken by masters and parents to mean a mere extension of the time-table in a school, or the introduction of the children, or a portion of the children, to higher branches of study, to the detriment of the interests of the institution as a whole. The progress for which I have invariably looked, as alone in reality deserving of the name, is that which results from a determination on the part of the teacher to aim at bringing forward no particular class or section of his school, but at giving as sound an education as he can to all his or her scholars alike, the lower classes equally with the highest. Progress of this kind, namely, increased proficiency of *every part* of the school in its own appropriate instruction, must necessarily be slow; a fact which teachers would do well fully to recognize, and attends only on the efforts of one who works on the principle of a conscientious discharge of duty, unmixed by any personal motive whatever.

There is a gradual improvement going on in the school premises and fittings through my district. Several new schools have been opened, and there are others in course of erection, or immediately about to become so. I now very seldom find an arrangement of desks which impairs the power of the teacher to maintain due discipline in the school. What I do not, however, find invariably recognized is, the necessity in a mixed school of having a class-room, in which the female scholars may receive instruction in needlework during the afternoons. Access to one or more class-rooms is an unquestionable advantage to a teacher in many ways and under all circumstances, but *indispensable* in an institution where boys and girls are instructed together, and the main school-room is required for ordinary school purposes, morning and afternoon. The absence of such an adjunct is, in this case, tantamount to an utter sacrifice of the most important point in the education of a girl, instruction in sewing; for it is impossible for the boys to continue their ordinary lessons, and the girls to sew and receive instruction in needlework, with much real profit, in one and the same room. As the number of mixed schools greatly preponderates in my district, it is the more necessary to draw attention to this. Nothing has more conduced to the unsatisfactory nature of much of the needlework, at present emanating from elementary schools, than want of suitable accommodation for its conduct. Even

Premises,
condition of,
&c.

Necessity of
class-room,
(in mixed
schools) for
girls to sew.

if a class-room be impossible, some convenient provision should be made by hiring a neighbouring apartment, or otherwise, for carrying on the industrial work of the school, which depends in great part, wherever conducted, on quiet, orderly arrangements, and plenty of elbow-room. In the absence of these, a certain amount of needlework may be accomplished in the week, but there can be no real *training* in this branch of instruction.

Pegs for caps.

While speaking on the head of school premises and furniture of all kinds, it may be worth while to allude to an inconvenience which I am surprised to have not unfrequently to notice, arising from an inconsiderate arrangement of the pegs for hanging the caps and bonnets of the scholars. It often happens that these are placed along the wall far into the room, perhaps along the side most remote from the door or vestibule, so that no one portion of the school can be dismissed before the others without a general disturbance being created. Or these pegs are fixed into the wall so high as to be entirely beyond the reach of any of the children, and so time is lost and disorder occasioned, by the teacher having himself to place the caps upon them, and return to each child his property when school is over. It is so obviously the proper arrangement to hang the caps, if there be no porch, as near the door as possible, that one wonders that any other should be adopted, especially when it is considered how much the general discipline of a school depends on good judgment in such matters of detail as that on which I have just remarked.

Books.

I by no means invariably find so abundant a supply of books as the number of the scholars requires. Constantly children have to read before me, at the annual inspection—as, on inquiry, I find they have to learn to read in my absence—two from one book; and any one who knows the difficult matter it is at all times to keep up the attention of young children, and prevent them losing the place, as they read in succession, will know how greatly that difficulty is increased—nay, what an impossibility it becomes—when the supply of books in a school will not allow of one to each child. I do not so much refer to the upper classes in a school, though there it is very desirable that there should be no stint of books, but to the younger children, who are actually learning to read. The minimum supply should allow of one book to each child learning the elements of reading.

Copybooks.

The same remark applies to writing. The number of copy-books supplied by the managers to a school usually bears a very inconsiderable proportion to the whole number of the scholars. The first class, and perhaps the second, are allowed to write in books, while the rest of the school are confined to

slates ; the writing on which is by no means the same exercise as the other. There must be a good many copybooks spoilt—a great many unsightly blots and blotches visible in their leaves, before the writing of any school can be made good ; and these, if they were the result of an attempt on the teacher's part to begin early to exercise his scholars in writing, I should, for my own part, be far more glad to see at an annual inspection, than any amount of copper-plate writing, representing, as it too often does, the proficiency in this branch of little more than the first class. The copybook is too much regarded as a *specimen*, to be exhibited, at his visit, to the Inspector, and too little as an important exercise of every-day school life ; and where this idea is suffered to prevail, the writing of the school is never really good.

British schools often labour under a disadvantage, as compared with National schools, in the practically independent position of the teachers. The gentlemen who usually form a committee are liable to have their time so fully employed by business, as to leave little opportunity for them to do more than attend the formal meetings for school business. Some degree of superintendence on the part of the managers would be in almost all cases feasible, however engrossing the other claims on their time and attention. Where such is exercised, (and it is totally distinct from any system of undue interference,) it is a most valuable guarantee to your Lordships that the school is being carried on satisfactorily. On the other hand, almost all the cases in which I have known serious evil to arise in schools have been those in which the managers have taken no actual part in the supervision of the school, but have been content to delegate their whole authority to the teacher. How important is it (only to take one particular) that they should *assure themselves* that the private instruction given to the apprentice is regularly and properly communicated. Of this and other points they are probably the only judges ; and it lies with them, as the natural guardians of the school, to secure, so far as they are able, the interests of all its members from the possibility of injury.

Management.

Want of managers' supervision in British schools.

I have seen no reason for changing an opinion I expressed in my last report, as to the superiority in discipline and attainments of schools with separate departments, according to sex, to mixed schools. The latter, however, greatly predominate in number throughout my district ; and where there is a division of departments, it most often takes the form of one for boys and girls, and another for infants. I cannot, however, but think that the infants and girls fall far more naturally to each other, the boys constituting a department of their own. Much of the *unevenness* which the instruction

Organization.

of the schools in my district shows is attributable, I believe, to their form of organization. The girls, in a mixed school, are continually falling behind the boys in attainments; in arithmetic, for instance, from their natural inferiority in that study; in geography, history, &c., from the necessity of giving their afternoons to industrial work; and this is often a fatal embarrassment to a master, especially if he is working single-handed. Even if these different standards of acquirements can be recognized and met by a difference in the exercises proposed, great inconvenience must arise from these cross-divisions, and instead of being distinct and simple, the arrangements of the school must necessarily be intricate and complicated. Another disadvantage of the mixed school is the loss, to a great extent, of that sympathy and confidence which is engendered by the fact of the teacher and the taught being exclusively of the same sex. I confess there is something very distasteful to me to find, as I have found, classes of little girls instructed by a male pupil-teacher in the fourth or fifth year. It must be a very exceptional case where he is regarded with the affection and confidence which a teacher of their own sex inspires, and which is of great moment in sharpening and quickening their intellectual faculties.

Efficiency of
teachers.

As to the head teachers, they may be divided—it seems to me to be in their case the grand distinction—into those who have their whole heart in their work, and greatly prefer it to any other, and those who seem to view it merely, or chiefly, as the means of gaining a living. The latter class is, I believe, comparatively small; but still it is undeniable that there are instances in which the teacher appears to work from no higher motive; and where this is undoubtedly the case, the school, so far from making progress, is almost sure, year by year, to decline in efficiency. Out of 131 certificated teachers employed in my district, only two have so seriously misconducted themselves as to lose their situations; while in the case of only four others I have had either to withhold altogether, or gravely to modify, my recommendation for the payment of their grants. It may be useful to record here the ground of this proceeding in two of these cases. In both the teachers had failed properly to instruct their apprentices. The time given to that part of their duties had been insufficient in amount; the appropriate subjects, as set out in the broad sheet, had not been duly observed; and consequently, when the pupil-teachers came before me for examination they wholly failed to work their papers satisfactorily. On inquiry I found, in the worst of these cases, that the teacher had made a habit of economising her time and saving herself trouble, by indiscriminately combining the instruction given to pupil-teachers of a totally

different standing, the result of which was very much the same as if she had given neither any instruction whatever. I mention these cases to enforce the extreme importance of a conscientious discharge on the part of teachers of their duty to their apprentices, towards whom they are the more bound in justice to fulfil their engagements, inasmuch as the first persons liable to suffer through any neglect of this kind are the pupil-teachers themselves.

It is possible for a teacher to go too far in yielding to a local prejudice against his own better judgment. I found, not long ago, a master teaching his female scholars a style of writing in which the letters were ill-formed and the sentences indistinct. On my inquiring whether he himself approved of it, he replied that he agreed with me that it was very unsatisfactory, but that he dared not attempt any alteration for fear of offending certain of the parents, who wished their children to write running-hands.

A fresh year has only strengthened my conviction of the excellence of the pupil-teacher system. No direct grant of money could ever confer so much real benefit on a school as the creation, from among its ranks, of an efficient staff of subordinate teachers. Instances of misbehaviour have been very rare. Out of a body not falling far short of three hundred, there have been only five cases of dismissal for gross misconduct. This has hardly ever occurred in schools where the relation between the master and the pupil-teacher has been thoroughly satisfactory, or where the former has really sought to acquire a knowledge of the character and conduct of the latter out of school as well as during school hours.

This year, as last, the part of the instruction which strikes me as being, on the whole, the least satisfactory in the schools I have visited is the strictly elementary—in particular, the reading and arithmetic. The grounding of the younger children is by no means sufficiently attended to; they often reach a comparatively high position in the school, reading inarticulately, spelling incorrectly, and with the vaguest notions of numeration. On the other hand, I rarely find schools deficient in the higher branches of instruction, such as geography, history, and grammar. I am bound, however, to say that many schools show improvement in purely elementary subjects. Teachers appear to be becoming more alive to their importance. By constantly keeping this point before them, and making a sound knowledge of reading, writing, and arithmetic the criterion of a good school, we shall, I believe, succeed in gradually raising the tone and standard of this the most essential part of the education which primary schools afford.

In the schools which come under my inspection situate in the larger *towns*, there is usually a considerable number of the children of what may be termed the higher grade of tradesmen, persons whose business is sufficiently flourishing and extensive for them to employ, in greater or less numbers, subordinate hands in its conduct. A far more numerous class—I might, in many cases, say the majority—are the children of *small* tradesmen, who conduct their business themselves, and in point of profits, on an average, do not gain per week, I apprehend, more than a better-class mechanic does. Then there is the also numerous class who are the children of persons who work for wages, artizans, &c. And lastly, there is the exceptional class—seldom large, but varying in number according to the circumstances of the locality—of children whose parents are employed in the service of the public, such as policemen, railway clerks, porters, &c., &c. These appear to me to be the principal heads of classification: the *bulk* of the schools which I visit are composed of the second and the third classes. I subjoin, in illustration of this, certain statements with which I have been supplied by masters of town schools in my district. Leicester, Lincoln, Wisbeach, Lynn, Ipswich, may be taken as fair specimens. The master of the Hill-street British school, Leicester, the largest in my whole district, reports as follows:—

Of the children on our books—

120 are children of employers having hands under them.

200 are children of tradespersons who work for themselves, but employ no assistants.

800 are children of artizans and labourers.

75 are children of persons who are public servants.

1,175 Total.

The master of the Great Meeting boys' school, another large school in Leicester, classifies his scholars thus:—

Children of tradesmen who employ hands in carrying on their business	46
„ of tradesmen conducting their business entirely themselves	72
„ of artizans (chiefly employed in the hosiery trade)	162
„ of persons employed in the public service.	15
Total	312

The master of the British school (boys), Wisbeach, says:—

Of my boys—

18 are children of tradesmen employing hands.

48 are children of tradesmen not employing hands.

51 are children of artizans.

11 are children public servants.

The master of the British school at Lynn reports as follows ;
Lynn being a seaport, the school shows a considerable
number of children whose parents are connected with mari-
time pursuits :—

Children of tradesmen—builders, grocers, tailors, &c., em- ploying hands	-	-	-	23
„ of tradesmen conducting their own business	-	-	-	72
„ of artizans working for masters	-	-	-	53
„ of public servants	-	-	-	11
„ of labourers, mariners, fishermen	-	-	-	59
Total	-	-	-	<u>218</u>

And in the girls' department :—

Of the first of these classes there are	-	-	-	8
Of the second	„	„	-	4
Of the third	„	„	-	45
Of the fourth	„	„	-	20
Of the fifth	„	„	-	23

In the Ipswich British school the different classes stand
thus :—

Children of tradesmen employing hands	-	-	-	26
„ of tradesmen working without assistants	-	-	-	17
„ of artizans	-	-	-	100
„ of persons engaged in the public service	-	-	-	6

The master of the Wesleyan school at Lincoln classifies
his school thus :—

Extremely poor widows and persons receiving parish relief	-	-	-	18
Labourers, shoemakers, and those whose earnings do not exceed 15s. per week	-	-	-	30
Small shopkeepers and those whose earnings do not exceed 25s. per week	-	-	-	103
Higher grade of shopkeepers, farmers, &c.	-	-	-	32

I usually find that in towns where there is any particular
staple trade, the British or denominational school is a faithful
reflex of that trade. Thus, at Nottingham the greater part,
by far, of the parents of the children attending these schools
are employed either directly or indirectly in the lace manu-
facture. Similarly at Leicester, where the staple trade is
hosiery, the majority of the parents of the scholars are em-
ployed in that trade.

I come now to speak of schools in small towns and villages
Here, among the children of the labourers in the field and on
the road, and the artizans of the trades most in vogue in rural
districts, such as wheelwrights and carpenters, there is still a
very considerable intersprinkling of the children of small
tradesmen, and, in a far less degree, of farmers. This latter
class are to the rural school what the children of the higher
tradesmen are to the town school. One thing I have noticed

as an incident of the majority of rural schools. Their first class consists in most cases of children whose parents are in thriving circumstances, and rarely of the children of labourers in any considerable number. This circumstance, I am convinced, is the result, not of any system of apportioning the advantages of school according to the status of the scholars; but of the prevalence of early removals from school of children who are wanted as soon as they are able to assist their parents by earning money. The farmer's son and the labourer's son enter school together; they stand on a perfect equality, so far as their education is concerned; but a little while, and the latter is swept away, to assist in getting the family their living; while the former remains on, to profit by successive years of training, and gradually moves up until he reaches the top of the school, where he usually for a considerable time remains.

In this—the infusion into the ranks of a school intended for the labouring classes of children belonging to a higher grade of society—there seems to me to be unquestionable advantage and some danger. The advantage is threefold:—First, there is the material pecuniary aid which the richer parents afford, and upon which, in many cases, the very existence of the school depends; there is, secondly, the prestige which the school acquires by including in its numbers the children of a higher class; and thirdly, there is the valuable and comparatively humanizing influence which contact with a greater refinement of habits and manners produces. The danger is, lest the teacher, if not a person actuated by purely conscientious motives, be led to devote a disproportionate quantity of his time and attention to that part of the school which will be, in all probability, the most inviting, from its higher social rank, greater intelligence, more regular and more prolonged attendance, instead of labouring duly at the often ungrateful task of giving shape and order to the rude and perpetually fluctuating mass at the lower end of the school. That this danger is not altogether visionary is proved by the spectacle which a considerable number of schools afford of a showy superstructure of knowledge resting on an unsound and imperfect teaching of fundamentals.

I have but few institutions in my district the aim of which differ from that of the ordinary day school. I have, on a previous occasion, drawn attention to the industrial school for girls, supported by Miss Martineau, in Norwich. In it a complete training in the various branches of household labour is offered to girls, the arrangements for that purpose being characterized by great good sense and judgment. The only crux appears to be the cooking. All the necessary apparatus

has long been provided ; but the parents prefer sending their children with cold dinners to paying the small additional sum required for the purchase of suitable materials for cooking. For 10*d.* per week Miss Martineau offers to provide hot dinners on the cooking days, besides giving instruction in all the important culinary operations. I hope the parents may be induced to co-operate with her in this undertaking.

The solitary instance of a night school brought under my notice is at Chatteris, in Cambridgeshire. During considerable periods of the year a great part of the youthful population of this district, female as well as male, is employed in the fields during the day, and consequently has little opportunity for attending school. Through the exertions of a lady resident in the town, Miss Fryer, a night school for girls was opened during the winter and spring of last year. When I visited it last February, I was much struck by the anxiety to learn which the girls in attendance displayed ; and the vigour with which, despite the labour of the day, they worked. A permanent institution of this kind would be the greatest boon to the locality.

In two schools in my district I have come across the half-time system. Once, at Milford, near Derby, where in the schools attached to the mills I found a mixed attendance of half-timers under the Factory Act and ordinary scholars. I was interested in observing the respective proficiency of each of these classes in the various subjects of examination. The half-timers appeared to me in no way inferior to the others in attainments. Their acquaintance with the higher branches of instruction, even, such as grammar and geography, was equally extensive. But at Pleasley, the only other school in my district in which the half-time system obtains, this was not the case. There the attainments of those children who attended under the Factory Act were decidedly more limited than those of the rest. I am inclined to attribute this difference of result, in part at least, to the different degree of efficiency of these two schools. The Milford schools are spacious, and well-arranged ; they have long been under a certificated master of great experience, with a staff of subordinate teachers, conditions which are all at present lacking at Pleasley, which has been only recently brought under inspection. New schools will be very shortly erected at the latter place.

The mention of these few isolated cases of divergence from the beaten track of education leads me, in conclusion, to make one or two observations. I am speaking strictly with reference to my own district when I say, that the education

Night-school
at Chatteris.

Milford and
Pleasley
schools,
(half time).

General
remarks.

throughout it does not appear to me sufficiently to fall in with, and accommodate itself to special needs and local circumstances. I find only one night school, although there are many places in which such an institution would be invaluable. Only one industrial school for girls, though there are districts, as, for instance, the straw-plait district, the prevalent thriftlessness of which make a training in domestic economy in the highest degree desirable. In agricultural districts there is no disposition to reconcile, by means of the half-time system, the conflicting claims of labour and education. In seaport towns I have found nothing aiming at imparting information specially adapted to the locality. Even in existing schools the course of instruction provided is not always the most practically useful, especially in the case of girls. It is not uncommon, with regard to them, to find more stress laid on facts of grammar or geography than on useful needlework. In mixed schools particularly I have observed sometimes a little jealousy on the part of the master, of the time given to instruction in sewing; and yet no reflecting person can entertain a doubt as to the relative importance to a girl of these subjects. The more that school is made to assume, in the eyes of parents, the form of an outward and visible preparation for the duties and business of life, the greater support and countenance will they afford, the more inclined will they be to ensure for their children, even at a personal sacrifice or temporary loss, so plain and obvious an advantage.

I have the honor to be, &c.

C. H. ALDERSON.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1858, by Her Majesty's
Inspector of Schools T. W. M. MARSHALL, Esq., on the
ROMAN CATHOLIC SCHOOLS inspected by him in the
SOUTHERN DIVISION of GREAT BRITAIN.

MY LORDS,

London, 1 January 1859.

DURING the year ended on the 31st of August 1858 I have visited 263 schools (departments) situated in 116 places; in these schools, of which 9 were visited twice, there were actually present on the days of inspection 14,060 children, viz., 5,044 boys, 6,123 girls, and 2,893 infants. One of the largest and best conducted schools in my district (Newport, St. Mary's) received no visit this year, the children being in vacation at the time of my tour in Wales.

Speaking generally, the progress of the schools in my district has been fully sustained, with rare exceptions, during the past year. More interest as well as a more active supervision has in many cases been displayed, while the great majority of the teachers, both male and female, have continued to perform their duties with zeal and energy. Whatever defects I have noticed are rather to be attributed to want of capacity, and especially in the case of untrained teachers, of whom a few still remain, to an imperfect knowledge of methods than to apathy or indifference. I still observe, however, as in former years a marked superiority in the female over the male teachers, the result partly of greater refinement and elevation of character, partly of deeper and more effective training. I shall have occasion to speak in another report of the special class of teachers whom the training colleges are now forming, and whose work the past year has, for the first time, afforded me sufficient opportunities of estimating.

Of the pupil-teachers it will suffice to say that they continue generally to give satisfaction, and that many of their number promise to become hereafter invaluable agents in promoting the further progress of popular education. It is superfluous, after all which has been said on this subject, to speak of the services which they render, or of the unanimity with which they are appreciated by school managers.

I may add that the Minute of 26 July 1858, which allows "candidates who are not less than sixteen years old to enter upon the office of a pupil-teacher with the standing of the fourth year of apprenticeship, provided that they can

"pass the examination for the *end* of the *third* year," is likely to be received in my district with much satisfaction, and that I have already admitted candidates of that class.

New build-
ings.

The number of *new* schools erected in my district during the past year is not considerable, but this is explained by the efforts which had been previously made, and which were not likely to be continued on the same scale during a series of years. Amongst the most remarkable of recent constructions are the schools at Westminster, St. Mary's Moorfields, Woolwich, Cardiff, Newport, and a few others. No small number of the schools which I visit are now, as respects the fabrics and extent of accommodation, all that could be desired, and this important result is due, at least in part, to the assistance derived from the grants of the Committee of Council, by which local efforts have not only been supplemented, but, which is still more important, suggested and encouraged. Many school managers, conscious that the personal resources upon which they can rely are wholly insufficient, would probably not even attempt the erection of new buildings, however urgently needed, unless they could reckon upon the succour of public aid. The building grants administered by your Lordships are therefore incentives to exertions from which the promoters of schools would otherwise shrink, as well as essential to their practical success when commenced.

Some still
defective.

On the other hand, there are still too many school buildings of which some are imperfect and others seriously defective in the prime requisites of space, ventilation, and arrangement. It seemed expedient in the earlier stages of the system now in operation to treat such cases leniently, and the rigorous application of the standard which that system aims at establishing would probably have checked rather than stimulated the progress of improvement. But after ten years of connexion with the Committee of Council no such plea can be reasonably urged. I shall therefore in every case decline to recommend grants when the buildings are decidedly unsuitable, except where their use is only provisional, and there is a fair prospect of new efforts being made within a definite period. Wherever the neglect to establish efficient schools is due, not to want of zeal, but to penury of resources, some allowance may still be fairly made; but it is certainly a remarkable fact that many of the most costly school buildings which have been erected of late years in my district are found in places where it was necessary to surmount a formidable combination of all the usual difficulties, such as a large and destitute population, want of local contributions, and above all excessive cost of sites. Such difficulties, sometimes regarded as insuperable, have been overcome by energetic resolve and

prompt action. I conclude, that, although the peremptory enforcement of the conditions adopted by the Committee of Council may in a few cases, and for a time, have discouraged the attempt to raise new school buildings, in the long run it has produced only beneficial results, and I see no reason whatever for desiring any relaxation of strictness in this respect. It would be in the highest degree impolitic to sacrifice general efficiency and progress to meet special cases which have not proved their claim to exceptional treatment.

I wish I could report that improvement in apparatus and furniture has fully kept pace with improvement in school fabrics. This is as yet far from being the case. Some even of the new schools built with aid from the Parliamentary grant are still poorly furnished, and more or less defective in the supply of apparatus. In most of these cases it appears that the managers have exhausted their means on the building itself, and are obliged to postpone the further but not less essential task of obtaining an adequate supply of school requisites. It is, however, due to the class of school managers, with whom I am immediately connected, and by whom extraordinary efforts have been made during the last ten years, to observe that they have to deal in almost every case with the two-fold embarrassment of insufficient means and a destitute population. The great influx of poor Irish into many of our large towns is a social fact which has forced itself upon the attention of the public generally, but which they who undertake to provide education for their children have special and imperious reasons for keeping in mind. Nothing but the self-denying zeal and charity which this class of school managers habitually display would suffice to overcome the grave difficulties which arise out of this state of things. It would be ungenerous to ignore their peculiar position or to refuse the considerate aid and encouragement to which, on this account, they have so strong a title. The nation is interested that they should not be left without help to accomplish a work to which *alone* they are perhaps unequal.

There is, however, one conspicuous want in my district, towards the supply of which very little has hitherto been done, and that little with incomplete success. The number of infant schools is still very small, and they are frequented by only about 3,000 children in the whole of the district; and even this statement does not reveal the full extent of the defect. Some of the so-called infant schools are held in rooms which are only fit to be employed as class-rooms, and quite inadequate to the accommodation of the children in attendance. The teachers also, with rare exceptions, have received no *special* training for their office, and are sometimes very imperfectly acquainted

with the peculiar methods which ought to be employed in the instruction of children of this class. Not unfrequently the infant school is under the charge of a junior teacher, who is not immediately responsible for its conduct, but over whom no sufficient oversight can be exercised. The results accomplished in a really efficient and well-organized infant school,—such as those in Charles Street, Drury Lane; Blandford Square; Newport, St. Mary's, and a few others,—are sufficiently encouraging to stimulate fresh efforts in this direction. When it is generally understood that to the upper school it is an appendage absolutely indispensable, and that no other educational institution can possibly supply its place, we may hope to see more systematic and successful efforts to remove a defect which it is my duty to signalise as at once the most evident and the most serious of all those which still await an effective remedy.

Books.

It is to be regretted, that although many different series of elementary school books, of various degrees of merit, are now in use, none has hitherto appeared of which the superiority is so evident as to be admitted by the general body of school managers; it seems to be considered that while all have good points, none are without defects. Some are too difficult; others, after long experience, in spite of considerable ability, are found on the whole to be dry, and fail to attract the interest of children. The series which appears to unite the greatest number of suffrages is that of Mr. Baker, and I find an increasing disposition to use his well arranged books in the schools under my inspection. I have been in the habit of recommending them for some time past; but although their value is generally recognized, they cannot be expected to satisfy *all* the conditions which some school managers desiderate in reading-books for primary schools. On such a subject, the best form and structure of text-books for the children of the working classes, there will of course be differences of opinion among the various educational bodies. Perhaps, the only remedy is to be found in the preparation by each of such a series as may be deemed best adapted to the wants of their own schools. This, I believe, has been already done to a considerable extent; and I learn that the same work is now in progress under the supervision of a committee of Catholic gentlemen, who have undertaken to provide a series of reading books for the use of elementary Catholic schools. I presume that these gentlemen are conversant with the best existing books, both in our own and other languages, and that they will avail themselves of some of the admirable works which have been long in use in French and Italian schools. To France we owe, in a great degree, our present mode of teaching

grammar as a logical subject ; and many valuable hints might be borrowed from the system of instruction which prevails in the best schools of Northern Italy. If a really acceptable series, framed upon sound principles, duly graduated, and meeting the special wants of the class for whom it is designed, should shortly appear, it will be hailed with universal satisfaction by all who are interested in the welfare of our schools. "What books shall we use?" will no longer be an embarrassing question to school managers, who will neither lose their time in making a selection from the multitude which already exist, nor their money in abandoning their first choice for a second, and this again, as not unfrequently happens, for a third.

The system of organization recommended in the Minute of the Committee of Council is now almost universally adopted in my district. Even if it were not, as I believe it is, the most efficient which has been hitherto devised, it would still be a great gain to have arrived at uniformity of practice in a point of so much importance. Teachers are not now, and cannot be henceforth, exposed to the inconvenient alternative of either trying to work a system with which they are unfamiliar, or striving to introduce a new one. Everywhere they find the same in operation, and have only to continue the use of that which is ready to their hands. I know no better proof of the intelligent zeal of the managers with whom I am connected than this,—that they have in so many cases, and often at considerable cost, readily adopted a system of organization with which they had no previous acquaintance, with the sole object of stimulating the progress and increasing the efficiency of their schools. Teachers also seem to be quite unanimous in their appreciation of the convenience and advantage of the system referred to.

The principal defect which I notice in my district, though the instances are constantly diminishing, is the needless subdivision of a school into small drafts instead of arranging it, however numerous the attendance, into four, or at most five, large groups for all the general subjects of instruction. Smaller classes may be useful for reading, but when I see a school divided into twelve or fifteen classes for grammar or arithmetic, I always suspect want of judgment in the teacher, and want of progress in the children. As a rule, that school is best in which there are fewest classes. Nor does it appear that in any elementary school, however large, there are ever more than four really distinct grades of scholars, nor that any necessity exists for more than four classes. If we could provide qualified teachers for all the subdivisions, the gain might still, I think, be questioned ; but since many, when the latter are numerous, must be confided to incompetent hands, the organization which

aims at excessive minuteness always loses force and energy, and though it may seem better adapted to secure greater attention to individuals, does so only at the cost of power; whilst in splitting the school into innumerable small sections, according to the invariable practice under the old monitorial system, it seldom fails to reduce the dimensions of success in exactly the same proportion.

Methods.

It was to be expected that one effect of the training colleges which have been established of late years would be to introduce uniformity of methods. This anticipation has been already, in a great measure, realised. Complete ignorance of experimental methods is now extremely rare; and, I am happy to add, meets with little toleration from school managers. Whenever differences now exist in the mode of imparting instruction on any particular subject, they are due not so much to deliberate preference as to diversity of character and competency on the part of the teachers. Some students will of course appropriate more fully than others, and apply more effectively, the lessons on method which they receive during their training, but the lessons themselves do not vary, and they tend directly to form a uniform system of instruction. Thus the subject of grammar, which only a few years ago was handled so weakly and unprofitably, is now, in a very large number of schools, treated with precision and intelligence, and in such a manner as both to cultivate the understanding and to form a really valuable introduction to the study of language.

Grammar.

The time is not distant when doubts used to be expressed, even by persons whose opinions were entitled to respect, whether it was possible for teachers of the class now existing amongst us to teach grammar with anything like complete or satisfactory results. Experience has demonstrated that these doubts were unreasonable, and that whatever difficulties combine to thwart or impede the effective teaching of grammar in elementary schools, they belong rather to the character of the children and of their attendance than to the nature of the subject, or the insufficient qualifications of teachers. I have met only one recent example of either reluctance or incapacity on the part of a teacher to handle this subject properly, but many in which persons previously ignorant, almost incredibly ignorant, of its real scope and direction, have acquired, with very little trouble, considerable power and success in their mode of teaching it. I must add, that wherever it is taught with intelligence and by true method, it excites lively interest in the scholars. The difficulty, then, is neither in the subject nor in the teacher, but solely in the circumstances of the children, and chiefly the irregularity of their attendance. No doubt it is impossible to teach English grammar to a child

whose attendance at school is limited to a very few hours in each week, and whose continual absence fills the register with those well-known marks which form its least ornamental feature, but which the teacher weekly inscribes with involuntary perseverance, and the managers periodically review with fruitless disgust. But to such a pupil it is equally impossible to teach anything else. Such considerations prove nothing whatever against the proper and only efficient method of teaching grammar: Nothing, I believe, could be more injurious to the general character of the instruction in our elementary schools, nor more fatal to its future progress, than any encouragement of false views on this important subject on the part of the Committee of Council. That the standard of examination in grammar, as well as in other subjects, which has prevailed during the last two or three years may not be lowered is the earnest desire of every intelligent school manager with whom I am acquainted, as well as of every teacher whose opinion is worth recording.

Speaking of the work in progress in my district as a whole I am disposed to say that the methods are entirely satisfactory and in an increasing number of schools as good and effective as they are ever likely to be. It is hardly possible to teach spelling grammar, and arithmetic with more skill and accuracy than in such schools as those in Blandford Square; Tudor Place; Hammersmith; Great Guildford Street; Southwark, St. George's St. Leonard's, Brighton, Nottingham, Newport, and other places. History and geography are not usually so well taught, though instances are not rare in which both are handled with judgment. I must confess, however, that there is one subject, and that of primary importance, with respect to which I find it impossible to give a favorable report. Perhaps there is nothing so difficult to teach with success as *reading*. A good reader is not often found, if we may believe eminent persons who have made it a subject of public complaint, even in the ranks of those who enjoy the highest educational advantages. Many persons, of both sexes, who have the reputation of possessing varied accomplishments, can hardly read a passage from a prose author, to say nothing of Milton or Shakespeare, so as to be understood by their hearers; yet these persons have been accustomed to hear intelligible English in their own homes. What shall we expect then from the scholars in our elementary schools? Many a child, as I can attest from actual observation, who would analyse accurately the construction of a difficult sentence, and rebuke a grammatical error in a class-fellow with great glee and animation, goes home to hear, and, unfortunately, to repeat a barbarous dialect, which it knows to be vicious, but has no sufficient motive to unlearn. Such a

child speaks two languages, one at school, the other at home ; and it is the latter, in most instances, which finally prevails and becomes the sole vehicle of thought.

But this is not the only explanation of the comparative want of success in teaching reading which I notice in a large number of schools. The fact that there is no uniformity of *method* in teaching it shows that there is no definite and recognized system. It seems to be commonly supposed that the art of reading is acquired *by reading*, no matter how ; and some teachers would be surprised to hear that there is any art in it at all. The answers which I often receive to the question " How do you teach reading ? " are far from encouraging, and too often imply that the teacher relies entirely upon the exhibition of his own style, however defective it may be, as a sufficient guide to his pupils. Sometimes, however, the imitation of this style is the very last thing which one could prudently recommend to the children.

As far as technical methods are used at all, the practice of simultaneous reading is the most usual, and excellent results sometimes attend it. But not every teacher is competent to use it, simple as it appears. Perhaps, too, the defect which I am noticing may be referred, in no small degree, to the almost universal habit of making the reading lesson the chief instrument for conveying general instruction. Not unfrequently, I hear " reading lessons " which, in fact, are lessons in almost everything but reading. Of the time allotted to them, three-fourths is sometimes consumed in asking questions, so that when the books are finally closed, one is tempted to ask the teacher, when the reading is to begin ? As long as the recitation of two or three pages, perpetually interrupted by injudicious or superfluous questions, constitutes, as it too often does, what is very inaccurately called " a reading lesson," no real improvement can be expected. Let questions by all means be addressed to the children to elicit their knowledge of the subject-matter, but if it is proposed to teach them how to *read* with fluency and expression, let this end be the first consideration ; and if the time-table allows half an hour for " reading," no wise teacher will so interpret this provision as to reduce it in practice to ten minutes.

I propose during the current year to invite the attention of teachers to this point, and inasmuch as some of the best reading which I have heard, occurred in schools where the greatest obstacles to success existed, owing to the coarseness and in-teracy of the local peculiarities of dialect, I am not without hope that, by the intelligent co-operation of school masters and and mistresses, more satisfactory results may be obtained hereafter.

The last point which I wish briefly to notice concerns Discipline, perhaps more nearly than any other the life of a school, and deserves the first place in the attention of the teacher. The additional experience of each year only confirms the impression that the state of the discipline is at once the most certain test of the condition of a school, and of the character and qualifications of the teacher. Where this is defective, success in other respects will rarely be more than apparent, and never more than superficial. I never saw a school in which the discipline was thoroughly effective, while the instruction was unprofitable. A teacher who can establish discipline, can always deal successfully with the lesser difficulties of his art; while the most capable teacher who fails in this point will never accomplish more than a defective and mutilated work. It is not perhaps easy to reduce to a formula the conditions upon which success depends. They are more readily felt than described. I observe, however, that they are found, as a rule, in certain *classes* of teachers, and are rarely found in others; and if we inquire what main characteristic distinguishes the former, we ascertain that it is *always* a peculiar discipline of their own mind and habits. It is a secret rather of the heart than of the head. Perhaps the teacher who possesses it in the fullest measure, and whose school exhibits the most striking example of perfect discipline, would be hardly able to explain the mode by which he had obtained this result. He would feel that it was so completely the fruit of personal influence as not to admit of technical definition, and that it was to be attributed to Christian gentleness, wisdom, and charity, rather than to the display of professional skill, or the exercise of conscious art. Yet it seems that this power can be imparted by a particular mode of training, and that even in the least promising cases. I speak of a fact which of late has often come under my notice. One of the schools in my district which is most conspicuous for the peculiar excellence of the discipline, without even the appearance of undue control or vexatious restraint, is frequented by the humblest and most destitute class of children in Europe. Not a few of their number had led previously a vagabond life in the streets, or had known only homes, if that sacred name can be applied to such haunts of poverty and suffering, in which self-restraint was the last lesson in which they were invited to learn; yet they are now so completely subject to the authority and influence of the teachers, who, in the boys' school, are still of only moderate abilities and slender attainments, as to excite the surprise and admiration of visitors. Their teachers, however, if they are ignorant of other sciences, are perfectly conversant with that of self-discipline, and it is the mastery which they have

acquired over themselves which gives them an irresistible power over others.

On the other hand, I know too many teachers, persons of considerable ability and respectable acquirements, who signally fail either to attract the sympathy of their scholars, or to overcome their restlessness and insubordination. They have *no personal influence*. Their intentions are perhaps good, and they are quite free from grave faults in their own daily life; but self appears in all which they do, and whether they praise or blame, the caprice of the moment seems to rule their humour, rather than patient charity or inflexible justice.

In my report upon the training schools which I visit I shall be able to mention some practical illustrations which their system affords of the intimate relation which exists between moral training of teachers, and successful discipline in schools.

I have the honor to be, &c.

T. W. M. MARSHALL.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, SCOTT NASMYTH STOKES, Esq., B.A., Barrister-at-Law, on the ROMAN CATHOLIC SCHOOLS inspected by him in the NORTH-WESTERN DIVISION of ENGLAND and WALES.

MY LORDS,

January 1859.

NUMBER AND PROGRESS OF SCHOOLS INSPECTED.

No change has been made in the area of my district during the past year. This report, like that for 1856-7, will relate to the Roman Catholic schools inspected in the counties of Cumberland, Westmoreland, Lancashire, Cheshire, Staffordshire, Derbyshire, and North Wales. The district comprises 7,696,107 statute acres, and was inhabited in 1851 by 4,285,168 persons. Upon the common supposition that one twentieth of the population belongs to the Roman Catholic Church, I have actually examined more than one in nine of my co-religionists, and a larger number of children by several thousands than were returned in the Educational Census of 1851, as attending Roman Catholic schools within the district. My work is unequally distributed among the several counties assigned to me. Lancashire affords the largest amount of occupation; while Westmoreland and five counties in North Wales contain no Roman Catholic schools in receipt of grants from the Privy Council. The last Census shows the number of schools, and the attendance of children to have been as follows:—

ROMAN CATHOLIC SCHOOLS and SCHOLARS returned in the Educational Census of 1851.

Name of County.	Number of Schools.	Number of Scholars.
Lancashire - - - -	64	11,925
Staffordshire - - - -	23	2,348
Cheshire - - - -	9	1,100
Shropshire - - - -	5	228
Cumberland - - - -	3	368
Derbyshire - - - -	2	414
Flintshire - - - -	2	86
Denbighshire - - - -	1	38
Caernarvonshire - - - -	1	35
Westmoreland - - - -	1	30
Merionethshire - - - -	—	—
Montgomeryshire - - - -	—	—
Anglesey - - - -	—	—
Total - - - -	111	16,572

The character and employments of the population for whom the schools are designed may, in some measure, be inferred from these figures. The average attendance of children in a school, which in the manufacturing districts stands at 207 for Derbyshire, and 186 for Lancashire, drops from 122 in Cheshire and Cumberland to 102 in Staffordshire, where employment is more various, and then falls to 41 in the agricultural districts of Westmoreland, Shropshire, and North Wales. I believe that the assistance of annual grants is now attainable by schools of all sizes and an analysis of my work for the year 1857-8, compared with the number of schools existing in 1851, will show how completely the system of the Privy Council has succeeded in pervading the district.

ANALYSIS OF SCHOOLS INSPECTED BETWEEN 1 SEPTEMBER AND 31 AUGUST 1858

Name of County.	No. of Schools.	No. of Depart- ment.	No. of Children present.	No. of certified Teachers.		Pupil-teachers.	Assistants.	Capitation Grants.		Night School Grants.		Industrial School Grants.	
				Male.	Female.			No.	Amount.	No.	Amount.	No.	Amount.
Lancashire	80	152	17,143	26	55	332	9	44	£ 901 10 4	11	£ 126 7 4	4	£ 809 14 4
Staffordshire	15	25	2,071	6	11	40	-	13	147 0 0	1	7 6 8	-	-
*Cheshire	16	26	3,535	3	3	24	1	9	119 14 1	4	75 0 0	-	-
*Shropshire	2	2	159	-	1	2	-	2	15 9 0	-	-	-	-
Cumberland	3	4	423	1	2	3	-	1	30 0 0	-	-	-	-
Derbyshire	4	4	329	3	-	6	-	3	38 13 8	1	8 0 0	-	-
Westmoreland	1	1	42	-	-	-	-	-	-	-	-	-	-
*North Wales	8	10	4,693	-	4	4	-	5	47 11 2	-	-	-	-

* Double inspections, in consequence of change of months for visiting certain schools, have somewhat swelled the entries to the credit of these counties at the expense of Lancashire.

The inspected schools in Lancashire, it will be observed, now exceed in every particular the whole number of schools returned under that county in 1851. The excess amounts to sixteen institutions and 5,218 children. In respect to attendance, indeed, the inspected schools of Lancashire alone are now educating a larger number of children than in 1851 attended all schools throughout the district. The average attendance in Lancashire schools also has risen from 186 to 214. Cheshire, too, has effected considerable progress, and so has North Wales. For Cumberland and Derby the two returns nearly coincide, while in Stafford and Salop there remain schools which the grants of the Privy Council have not yet reached. Assuredly the number of institutions has increased since 1851, but (as stated in a former report) I can see no ground for supposing that the average increase within this district exceeds five schools a year. Taking the whole increase since 1851 at thirty-nine, there would now be 150 Roman Catholic schools; and upwards of two-thirds of that number, including institutions of every size between Liverpool Holy Cross, with 999 scholars, and Alton St. John's boys'

school, with an attendance of twenty, are now in the regular receipt of annual assistance from the Privy Council.

Within the county of Lancaster a great difference may be observed in the spirit with which large towns have promoted primary education. For size and excellence of school-buildings, as well as for number of scholars, no place in Lancashire, or indeed in Great Britain, can rival Liverpool, while Manchester has allowed itself to be surpassed by Preston, and perhaps even by Wigan. The educational backwardness of Manchester is ascribed to financial difficulties arising from debts incurred in the erection of churches and chapels, which leave no surplus income for school purposes. The results of deficient schooling are, I am assured, to be plainly traced in the habits and position, and even the numbers, of the Roman Catholic population, which year by year render it more difficult to raise the necessary interest; and if this interest is ever to be got rid of, by liquidation of the debts in question, there would appear to be but one mode of accomplishing so desirable an end, viz., particular attention to schools, by the operation of which alone will the people rise in numbers and resources. Meantime, the following contrast deserves record:—

RESULTS of INSPECTION, 1857-8.

	In Liverpool.	In Manchester and Salford.	In Preston.	In Wigan.
Population (1851) - - -	375,955	401,321	69,542	31,941
Roman Catholic schools in receipt of annual grants (1857-8) - - -	19	6	6	4
Departments - - -	49	10	20	10
Children actually present -	6,859	1,106	2,707	1,156
Certificated teachers - -	30	6	8	5
Assistant teachers - - -	2	-	4	-
Pupil-teachers - - -	150	31	62	18
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Capitation grants - - -	342 16 4	79 14 0	105 9 0	58 11 0
Night school grants - - -	40 0 0	10 0 0	33 7 4	10 0 0
Industrial school grants -	793 12 10	16 1 6	-	-

Besides the schools entered in the Table, Liverpool also contains a flourishing training college for female students, where fifty Queen's scholars are now under instruction. Manchester might retrieve its position by undertaking a similar establishment for male students, which continues to be the greatest want of the North of England. An interesting example of progress in a town of smaller size is afforded by Burnley, which not many years back had nothing beyond a Sunday school, but now enjoys the advantage of three excellent

institutions daily attended by five hundred scholars. Within the past year St. Helen's has made greater advance than any other place, in the establishment of three new schools; and where, five years ago, there was no certified or apprenticed teacher, there are at present five considerable institutions seeking annual grants.

FINANCE.

Finance.

The financial question, in which I believe the success of primary education to be most deeply interested, is the rate of remuneration allowed to schoolmasters. In my report for 1856-7 I made some observations upon the inadequacy of masters' salaries, which the Tables given in the Minutes of that year now enable me to support by contrast with the stipends paid to schoolmasters of every religious denomination in all parts of Great Britain. The average income of a certificated schoolmaster in my district, including all Government allowances, in 1856-7 was 69*l.* 17*s.* 4*d.* This salary falls 30*l.* 1*s.* 7*d.* below the average in Mr. Kennedy's district, which comprises the schools of the Established Church in Lancashire, and 41*l.* 2*s.* 5*d.* below the average in Dissenting schools inspected by Mr. J. D. Morell, within a district pretty nearly contemporaneous with my own. Not only are the salaries of Roman Catholic schoolmasters lower than those of other schoolmasters in the same neighbourhood, but they even fall below the average payments of any masters in any part of England, Scotland, or Wales.

AVERAGE SALARY of SCHOOLMASTERS.

	£	s.	d.
In 12 English districts of the Established Church	-	88	2 4
In 6 Dissenting districts	-	101	3 4
In 3 Roman Catholic districts	-	74	8 1
In Wales (Established Church)	-	76	3 4
In Scotland (Presbyterian)	-	98	5 11
„ (Episcopalian)	-	75	16 8

So that the poorest bodies in the most remote parts of the island bestow higher emoluments upon their schoolmasters than the Roman Catholics of the manufacturing districts of Lancashire, Cheshire, and Staffordshire. But,—what seems still more remarkable,—the average payments to certificated schoolmistresses in my district amounted to 65*l.* 19*s.* 2*d.* being within 3*l.* 18*s.* 2*d.* of the masters' salaries; a difference altogether unequal to that between the average augmentations granted by the Privy Council to schoolmasters and schoolmistresses respectively. It therefore appears that my schoolmasters not only are worse paid than any other masters, but positively receive from their managers less than is given to female teachers; that is to say, a trained certificated school-

master employed to teach boys, who has or will have a wife and family dependent upon him, is valued at less than a female teacher of girls and infants, who is either single (which is the rule), or else rests upon a stronger arm for her own and her children's support. Nor is the contrast yet complete. A free house adds greatly to the value of a situation, and it should be asked how schoolmasters fare in this respect? Of the Established Church schoolmasters, 64 per cent. are provided with houses rent free; of Presbyterian schoolmasters, 58 in a hundred enjoy the same advantage; more than half of my schoolmistresses (53 per cent.) are lodged without charge; while of my schoolmasters only 32 per cent. escape the payment of rent. Again, in other communities it is common, I am told, for a man and his wife to fill the posts of schoolmaster and schoolmistress, and their joint incomes enable them to live respectably. In Roman Catholic schools this arrangement has been hitherto nearly unknown, and the schoolmaster's salary has not been augmented by the school wages of his wife.

I have stated this matter broadly, from a conviction of its important bearing upon the interests of boys' schools. Of the trained students who gained classes at Hammersmith after the Christmas examination of 1857, one found his way into my district. After the examination of 1858 there will not be one. Qualified schoolmasters will not accept the inadequate remuneration offered to them in this district.

I learn with pleasure that an increase in salary has taken place since last year. The place of a certificated schoolmaster now is worth, on the average, 77*l.* 9*s.* 7*d.*, being 7*l.* 12*s.* 3*d.* more than in 1856-7. Still, only 32 per cent. are provided with houses rent free, and I am persuaded that a further general rise must be made before boys' schools can hope to secure and retain the services of fully qualified masters.

To this view it will be objected that school funds are unequal to bear any additional burden. The experience which I have obtained forbids me to admit the force of the objection. There are few large places, I am persuaded, where the friends of education and the parents of children would not be willing to guarantee a just salary for a good schoolmaster. It is only because the question is not fairly grasped and frankly put forward, that difficulty exists. Funds for support of schools are raised from four sources:—(1) school pence, (2) voluntary contributions, (3) endowments, &c., (4) capitation grants. The fourth source of income seems to be generally omitted in making the annual returns, but details are given under the other heads.

198 *Roman Catholic Schools in North-Western Division.*

In 1856-7, for the education of 14,458 children, there was raised a total income of 6,980*l.* 5*s.* 3*d.*, at the rate of 9*s.* 7½*d.* per child, contributed in the following proportions :—

	<i>s.</i>	<i>d.</i>
School-pence per child per annum	4	3
Voluntary contributions	4	0
Endowment or other sources	1	4½

In 1857-8 the income fell a little, for there was raised in that year a sum of 7,667*l.* 12*s.* 6*d.* towards the education of 17,076 children, which gives an average of 9*s.* 5*d.*, thus produced :—

	<i>s.</i>	<i>d.</i>
School-pence per child per annum	4	2
Contributions	4	0
Other sources	1	3

A steady increase is taking place in moderate endowments, although the returns, owing to changes in number and circumstances of schools, do not yet indicate it; and well-directed exertions would succeed, as I have already remarked, in raising the voluntary contributions. But it is the school fees, perhaps, which afford the most legitimate means of augmenting the income of schools. The average fee, it will be seen, remains at a penny a week. When school-rooms were hovels, teachers untrained and often ignorant, and the whole body dragged down by the miseries of the Irish famine, such a trifle was the utmost that could be demanded. But great changes have taken place. The population is more settled, and the able-bodied members of families have found employment. School accommodation, appliances, and instruction have improved prodigiously. Means are more abundant; the article sold is of far greater value; and it is but fair that the price paid should be higher. In boys' schools under qualified masters, I think the lowest rate of payment should be two-pence per week, rising with the age of the scholars. A school of 100 boys in regular attendance, paying on the average threepence a week, would yield for the master 100*l.* a year from fees, capitation, augmentation, and apprentices' gratuity, without any help from voluntary contributions or other sources.

The value of the capitation grant in aiding the maintenance of schools has sometimes been unduly depreciated. Facts will correct the error. In 1857-8 capitation grants amounting to 1,299*l.* 18*s.* 3*d.* were paid to 78 schools in my district, upon 5,570 children. The average grant per school was, therefore, 16*l.* 13*s.* 4*d.* The 78 schools thus aided showed an attendance on the days of my visit of 15,978 children. Regularity in

frequenting school and payment of fees entitled nearly 35 per cent. of them to claim the grant, which, divided among the whole number seen by me, gave an average allowance of 1s. 7½d. per child. In forty-nine cases no capitation grant was given; but fifteen of these cases were night schools, four were industrial schools, and three had not been open for twelve months. Of the rest, two were refused because no school fees had been paid, two because no subscriptions had been collected, one because no master had been employed for the boys, and twenty-two because the teachers were uncertificated.

With the view of ascertaining whether, in the opinion of competent judges, an average allowance of 16l. 13s. 4d. approximated to the wants of the schools, I have consulted the list of grants voted in 1857 by the *Roman Catholic Poor School Committee*; and I find that the Committee in that year granted 378l. to 31 schools in my district, at the rate of 12l. 3s. 10d. per school. From 22 of these schools no claim for capitation grant has been presented. To nine of them capitation grants were last year paid, amounting to 151l. 10s., at an average rate of 16l. 16s. 8d. per school. The *Poor School Committee's* grants to the same nine schools amounted to 124l., at an average per school of 12l. 14s. 5d. It thus appears that the capitation grant has been arranged on a scale of sufficient liberality, since it exceeds the aid allowed in the best informed and most friendly quarter.

The benefits of the capitation grant will obtain extended operation as certificated teachers grow in number; and in most places they are susceptible of increase by stricter care in enforcing regular attendance, and checking the vicious, but too common habit of roaming from school to school under the influence of the merest caprice. General experience proves that higher school fees produce greater regularity and punctuality in those who pay them, and thus again raise the claim for capitation. Fees and capitation together will go far towards paying the teacher's salary; and it would be a wise policy in many places to devote the voluntary contributions of three or four years to the erection or purchase of a teacher's house.

PREMISES.

In a former report, before the change in my district, I attempted a classification of school premises. The classification attracted notice, and was not unproductive of improvement. I desire now to repeat it, for my present district, under a triple division, into superior, ordinary, and inferior school-premises.

CLASSIFICATION of ANNUAL GRANT SCHOOLS inspected during 1856-7
in respect to CONDITION of BUILDINGS.1. *Superior School Premises.*

Alton, Girls'.	Liverpool, St. Anne's.	Rainhill.
Barton-on-Irwell.	" St. Thomas'.	Spinkhill.
Birkenhead, St. Mary's.	" St. Oswald's.	St. Helen's, Lowe House.
Bolton, St. Peter and St. Paul's.	" Holy Cross.	Talacre.
Burnley, St. Aloysius'.	" St. Francis'.	Wigan, St. John's.
" St. Mary's.	" St. Thomas and St. William's.	" St. Patrick's.
Great Harwood.	Manchester, St. Wilfrid's.	Wigton.
Great Haywood.	Preston, St. Ignatius'.	Wolverhampton,
Hyde.	" The Talbot.	" St. Patrick's.
Lancaster.		" St. Mary's.

2. *Ordinary School Premises.*

Accrington.	Hurst Green.	Lytham.
Alton, Boys'.	Euxton.	Preston, St. Augustine's.
Bilston.	Fleetwood.	" St. Wilfrid's.
Blackburn, St. Anne's.	Ince Blundell.	" Walker Street.
" Sparrow's.	Kirkham.	Manchester, St. Alphonsus'.
Brewood.	Liscard.	" St. Mary's.
Carlisle.	Litherland.	" St. Patrick's.
Chorley.	Liverpool, St. Peter's.	Saint Asaph.
Cobridge.	" St. Anthony's.	Sutton.
Creswell.	" St. Augustine's.	Towneley.
Derby.	" St. Mary's.	Wellington.
Fernyhalgh.	" St. Helen's.	Wigan, St. Mary's.
Gillmoss.	" Practising.	
Holywell.	Longton.	

3. *Inferior School Premises.*

Bolton, St. Mary's.	§ Garstang.	Warrington.
* Birkenhead, St. Werburgh's.	Liverpool, St. Nicholas'.	Wigan, St. Joseph's.
† Calver.	Pantasaph.	** Wolverhampton, St. Peter and St. Paul's.
† Chester.	Rishton.	Workington.
Crewe.	¶ Stockport.	
	Walsall.	

The buildings grouped as superior in Class 1 form fine schools, highly creditable to their founders and managers. Most of them are new; scarcely one is ten years old; but only three have been visited now for the first time. St. Mary's, Birkenhead, built with the aid of a liberal grant, is a showy structure, comprising good rooms for boys and girls, with a suitable master's house, but very inadequate accommodation for infants. Unfortunately, the site of this school lies so remote from the bulk of the population, that years will elapse before it can become of use to the crowds of uneducated children living in

* Re-arranged and thoroughly repaired.

† New school will be built by Colonel Leslie, K.H.

‡ New boys' school now opened.

§ New schools built.

|| New school will be built by Lord Feilding.

¶ Superseded by excellent buildings.

** New schools to be built.

Birkenhead. Great Harwood school, erected at the sole expense of Mr. Lomax, of Clayton Hall, is an excellent building, well planned and executed; and I hope the generous founder will complete his good work by the addition of house-accommodation for the teachers. But the most admirable schools in the district are those lately erected, with a Government grant, by Sir Pyers Mostyn at Talacre. They comprise separate premises for boys and girls, with class-rooms, &c., and two good houses for the teachers. For excellence in design, material, and fittings, these schools cannot be surpassed; and the wisdom displayed has equalled the liberality, for Sir P. Mostyn has accepted a grant from the Privy Council, and settled the schools in perpetual trust for educational purposes, so as to secure them from contingencies which in the lapse of time may happen to his estate.

The schools of Class 2 challenge no special remark. They are useful, substantial buildings, fairly adapted for school purposes. Walker Street school, Preston, has been rebuilt; and among other improvements I may specify the enlargement of the rural school of Fernyhalgh, which in the paternal solicitude of the manager, no less than the steady, but not overstrained zeal of the teacher, and the kindly feelings of the children, forms a model for country schools. I observe with particular pleasure that the simple-minded, persevering, pious apprentice from this little school has gained a Queen's scholarship of the first class.

The inferior buildings in Class 3 must be generally regarded as provisional. Some of them have already been superseded by new premises, and improvement may be anticipated in the rest. One case alone presents any great difficulty. The buildings of St. Nicholas', Liverpool, a large school, second to none for educational service, are so ill-arranged, incomplete, and altogether inferior that their re-construction is very desirable; while the confined area of the available site, and the changed circumstances of the neighbourhood, cause the excellent managers to despair of raising the needful funds. I know of no case where the aid of the Parliamentary grant would be better bestowed than on the complete re-building of this school.

The new schools at Birkenhead, Great Harwood, and Talacre have been noticed above. In Liverpool, two new schools have been established; viz., St. Augustine's, in Great Howard Street, which at once secured a large attendance of children, and cannot fail to be highly beneficial; and the Practising school in Mount Pleasant, which, however comfortable and well-arranged, is not accepted as permanent by the ladies who have already spent so much upon the Training

college. In St. Helen's two new schools have been erected, and a third bought, and a short time will make the three institutions efficient. A good school has been opened at Garstang in the same county. In Chester, a well-built school for boys has taken the place of an old stable; and one of the largest town schools in the kingdom, upon a spacious and well-chosen site, has lately been erected at Stockport.

There are, besides, new schools in course of erection in Oldham, South-hill, and Great Crosby, and perhaps, in some other places.

Among the improvements of the past year, not the least is the greater attention paid in a few places to the fittings and uses of the playground. Hygiene, as one of the means of education, has been too generally neglected. With much satisfaction, I have to record that the playgrounds attached to St. Wilfrid's, Preston, to Clitheroe, and to Burnley are now furnished with gymnastic apparatus, which constantly provide crowds of happy children with healthful recreation and invigorating exercise.

TEACHERS.

Teachers.

The number of certificated teachers employed in the district has risen from 88 to 115. The gain is all but wholly due to the operation of the Liverpool Training College, and, to an equal extent, is confined to female teachers. Twenty-one certificated students from Liverpool now conduct schools, together with four masters from the college at Hammersmith.

Of the departments inspected last year, 116 were found to be still in charge of uncertified teachers; but this number includes 21 night-schools, 4 industrial schools, and 37 infants' rooms.

Pupil-teachers apprenticed to uncertified teachers are now extremely rare. There are but five such cases remaining, viz., two boys at Lytham and Ashton-le-Willows, and three girls at Fernyhalgh, Cobridge, and Great Haywood. The teachers from Ashton, Fernyhalgh, and Great Haywood attended the Christmas examination with prospects of success.

Perhaps no inquiry connected with the Minutes of 1846 possesses greater interest than an investigation into the actual effect of the pupil-teacher system in rearing masters and mistresses for schools. With the view of satisfying this question, within the limits assigned to my inspection, I have instituted such inquiries as were possible into the position occupied in September 1858 by Roman Catholic pupil-teachers who have completed their service at any time in Cumberland, Lancashire, Cheshire, and North Wales, and since 1856 in Derbyshire and Staffordshire. Without making a nominal

return, it will be sufficient to record the general results obtained. Within the counties and periods stated above, 126 pupil-teachers, viz., 42 males and 84 females, have creditably finished their apprenticeship, whose present position may be thus classified :—

	Males.	Females.	Total.	Per-centage.
Not known to be pursuing their profession	18	29	47	37·3
Teach with certificates - - -	3	17	20	15·87
Teach without certificates - - -	3	8	11	8·73
Assistants - - - - -	4	4	8	6·3
Remain Queen's scholars or students in training - - - - -	14	26	40	31·8

Thus, 79 young persons, forming 62·7 per cent. of the whole number of completed apprenticeships, and not otherwise likely to devote themselves to education, have, through the pupil-teacher system, been so far gained for the conduct of schools.

Again, the number of apprentices seeking admission to the training colleges, whereby alone their qualifications as teachers can be shaped and tested, appears to be satisfactory; for I find that, in spite of the late foundation of training institutions for Roman Catholic teachers, there were in September last twenty young men and forty-three young women, who had either passed through, or at that time remained under training in Hammersmith, Liverpool, or St. Leonards. They represent exactly fifty per cent. of those admissible to training colleges.

The subjoined Table shows the number and standing of the pupil-teachers in the district upon the 1st of September 1858 :—

	Males.	Females.	Total.
Had completed their Fifth year since August 1857	11	24	35
" " Fourth " " -	17	35	52
" " Third " " -	19	45	64
" " Second " " -	28	67	95
" " First " " -	21	52	73
Admitted within the year - - -	27	70	97
	123	293	416
Assistant Teachers - - - -	5	5	10
Total - - - - -	128	298	426

If the female apprentices exceed the males in number, their prospects are likewise brighter. Many of them reside with their teachers, and nearly all of them enjoy such advantages as, if turned to good account by industry on their own part,

will secure scholarships at the end of their service. Then, again, they have in the midst of them an admirable training college, where they may pass the scholarship examination, and if successful may acquire a thorough preparation for their future calling.

The fate of the lads is strikingly different. With fewer home advantages, with clothing barely decent, and scarcely any books, none of them live with their masters (who, indeed, have not houses fit to receive them), and many are put through a superficial and perfunctory course of study. Such as, in spite of all drawbacks, desire to compete for scholarships are expected, at their own charge, to face a journey of two hundred miles, with the discouraging alternative before them of either returning at once, defeated and disgraced, or of meeting the difficulty of going backwards and forwards over the same long road during the summer holidays without any increase in their resources. For the majority it is simply impossible that they should overcome these difficulties. They must stop short. Their apprenticeship will be a positive injury to them; and the sums drawn on their account from the Parliamentary grant will be wholly wasted.

It is high time that the wealthy and liberal supporters of Roman Catholic education should bestow their serious attention upon the condition and prospects of boys' schools. Unless they are prepared to see the bulk of the boys grow up either uneducated or educated in Protestant schools, they must improve the master's position. His inadequate salary must be raised, and a suitable house provided for his accommodation. From these measures alone immediate amelioration might be expected. Trained masters of attainment, energy, and self-respect, would no longer reject the schools; and judicious fathers of families, seeing the teacher's profession respectable and remunerative, would offer their sons for apprenticeship. Thus we at once gain masters and pupil-teachers. For the rest, the establishment, in some accessible part of Lancashire, of a male training college; where apprentices would complete their course, and whence managers might engage active religious masters, would make your Lordships' measures fruitful of benefits, and would deliver the Roman Catholic body from the lame and ludicrous posture in which it must stand before the public while its lower classes consist of well-taught women and ignorant men. It is a singular misfortune that, while the clergy are busily occupied, each in his own parish, so few of the laity are found to take an extended and intelligent interest in measures not of local but general utility. Perhaps relief may come from the same quarter which lately rescued Roman Catholics from the reproach of possessing no

female training schools; and a religious community may again be found, by establishing a college of masters in Lancashire, to do for the body what it seems unable or unwilling to do for itself.

SUGGESTION.

The suggestions which I have to recommend for the benefit of my own district are embodied in the foregoing remarks. One suggestion of a general character, which has been made to me by thoughtful persons, I beg leave to submit for consideration. It has reference to the returns required from schools. At present, statistics have in every school to be given for the twelve months immediately preceding that in which the inspector's visit is due. Thus uniformity is impossible. The returns annually collected and analysed in the Minutes relate not to one period of twelve months, but to twelve different periods of the same duration. The figures sent in by a school visited in September 1857 cover a period between August 1856 and August 1857; while another school, inspected in August 1858, runs from July 1857 to July 1858. In the financial statements presented by schools, special confusion is occasioned. Such statements seldom show a regularly balanced and audited account, but they are made up at the manager's best discretion. Payments on account of capitation are scarcely ever included; and in case of change of managers, uncertainty generally prevails. Again, the school registers must, for the most part, be arranged in artificial quarters, which makes reference difficult, and leads to considerable trouble if the month of visit should be changed. It is thought that accuracy in the Minutes, and the convenience of teachers and managers, would be promoted by the adoption of the civil year last past as the period for which returns should be made and capitation granted. Thus, in whatever month of 1859 a school were inspected, whether in January or November, the school accounts and attendance for the entire year 1858 would be returned to the Privy Council. I suppose the uniform adoption of the period between the 1st of July in one year and the 30th of June in the next would possess nearly equal convenience, and would enable the Privy Council to furnish Parliament with later returns.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1858, by Her Majesty's
Inspector of Schools J. REYNELL MORELL, Esq., on the
ROMAN CATHOLIC SCHOOLS inspected by him in the
NORTH-EASTERN DIVISION of GREAT BRITAIN.

MY LORDS,

York, January 1859.

I HAVE the honor to present to your Lordships my
General Report for the past year.

L.—NUMBER AND PROGRESS OF SCHOOLS INSPECTED.

The number of schools and of children inspected by me show a considerable increase when compared with the previous year.

The number and extent of my journeys have also considerably increased.

The number of institutions inspected by me in the past year amounted to 75, the departments to 132, the certificated teachers to 64, the pupil-teachers to 212, and the miles travelled to 5,801½. In the previous year the number of institutions visited by me was 41, that of departments 76, of pupil-teachers 161.

The journeys during the past year have absorbed a considerable portion of time, as, besides my own district, extending from Beaulieu to Sheffield, I undertook to inspect the Warwickshire Roman Catholic schools, and my duties called me twice to London, to attend the annual examination at Hammer-smith as well as the Conference.

I am happy to be able to report a steady increase and improvement of schools in my own district.

Notwithstanding the invariable complaint of irregular attendance, many of my most important schools show a decided augmentation in the number of children on the books. This must generally be referred to improvement in the class of teachers, many of whom have been students in the training schools.

a. Among the schools in receipt of Government grants for some years, and showing this improvement, I may enumerate: St. Andrew's, Glasgow, boys' and infants' schools; St. John's, Glasgow, boys' school; St. Mary's, Newcastle, boys' school; St. Andrew's, Newcastle, boys' school; Sunderland Roman Catholic, boys' school; Sheffield, St. Mary's, girls' and infants' schools; Hull, Canning Street, girls' school; and Bradford, St. Mary's, girls' school.

Schools
some time
inspected.

It is also satisfactory to find that many important departments, which, on my first visit, were crowded into inconvenient and provisional premises, have been transferred to light, airy, and cheerful rooms, chiefly owing to the aid extended by your Lordships' grants. These remarks apply especially to St. Catharine's, Edinburgh, girls' and infants' schools, and to St. Mary's, Glasgow, boys' school, to which may soon be added the two large departments forming St. John's school, Glasgow, about to be transferred to new and spacious premises.

Passing to England, nothing can be more admirable in every respect than the new St. Mary's girls' and infants' school-buildings at Sheffield, whilst the boys have been transferred from obscure vaults to the former girls' school, which is greatly improved.

b. Many new schools have been added to my list during the year, ending on the 31st of August 1858, and many more almost immediately after. Of the former, I may mention St. Patrick's, Glasgow, Greenock, Berwick, Dumfries, Stamfordham, and Gargrave; of the latter, Keighley, Richmond; St. Mary's, Dundee; and St. Anne's, Leeds. New schools.

The number of simple inspection cases visited by me has been considerable, and has led to the application for annual grants in several cases. Thus, during the ensuing summer, I have applications for visits from the managers of about ten new schools in Scotland, and the same number in England, —all desirous of obtaining annual grants.

Hence, I anticipate the annexation of twenty to twenty-five new departments to my list during the present year.

The number of schools and of children inspected by me in the course of last year, ending on the 31st of August, would have been much greater if I had not been obliged to visit in September and October* many schools due in July and August. This necessity arose from the dates of inspection for a large part of my schools occurring almost simultaneously, a difficulty which in its turn resulted from the circumstance, that my district was formed out of fractions of two other districts, in both of which the heaviest work occurred at the same time, viz. in July.

II.—ATTAINMENTS AND CHARACTER OF TEACHERS.

One of the most cheering prospects connected with my district is the appointment of many trained and certificated teachers to its large schools.

* Thus, by the 16th of October, the number of miles travelled by me since September 1857 amounted to 7,653½. The number of children present at inspection up to the 31st of August 1858 was 13,484; and if I add the schools then due and inspected somewhat later, it becomes by the 16th of October 16,641.

While admitting that many of the older class of teachers, are almost always conscientious, and often efficient, there is every reason to believe that our training colleges are supplying a more competent class of educators.

It is therefore with pleasure that I record the appointment of trained and certificated teachers at St. Mary's Glasgow, St. Mary's Newcastle, St. Andrew's Newcastle, Sunderland, Galashiels, Coatbridge, Hazlewood, Clifford, and other schools. As many of these teachers, moreover, have been second year students, very happy results may be anticipated from their appointment.

Among the various causes that contribute to the efficiency of a school, the character and ability of the teacher occupy of course a principal place. The want of efficiency on the part of the teacher is particularly felt in two respects,—

(a.) *Irregular attendance*; and (b.) *the imperfect reading of the children*, the latter of which seems to depend chiefly on the former.

Experience shows that in many cases the irregular attendance results from defects in the teacher, and that where the latter maintains a high character the difficulty disappears. I may cite as an example of this, the children attending St. Mary's and St. Andrew's schools, Edinburgh, who belong to the poorer class of the population, and yet no complaint of irregular attendance is made in their case, owing to the efficiency of the teachers. I grant that there is a large number of children belonging to the poorest class, and that in their case it seems impossible to secure anything like regular attendance except by means of industrial schools. I also admit that the Edinburgh schools I have named have teachers of superior ability.

Nevertheless, even the *average* class of trained teachers is generally superior to anything in the past, and an improved attendance may frequently be anticipated in their schools. At the same time, though decided improvements are being effected in this respect, much remains to be done, and certain difficulties exist over which the best teacher has little control; particularly juvenile labour at an early age.

This brings me to consider the average intellectual state of our poor school children, especially as manifested in the reading lesson.

III.—CHARACTER OF SCHOLARS.

1st. *Reading*.—This subject is avowedly of the first importance as the key of knowledge. I have accordingly given it my first attention. On the whole I have found it unsatis-

factory.* But this results in many cases from causes that seem scarcely preventible, at least at present, among which the most prominent is short attendance. To this I would add the prejudices of the parents, who wish their children to be fluent (not intelligent) readers, and that, in as short a time as possible. Several able teachers are thus crippled, and it is painful to find knowledge and judgment oppressed in such cases by ignorance and prejudice.

In certain cases the pupil-teachers have appeared to me scarcely aware of the importance of making the children understand what they read, and not unfrequently they seem to know very imperfectly how they should proceed in examining a class in the meaning of words and of the lesson generally.

This deficiency may be thought to arise in certain cases from—(a) timidity, or (b) overwork; but the former plea is hardly admissible, as it would not operate generally in the *absence* of the inspector, while yet the children are frequently unable to explain their lesson or the longer words that it contains, and show no indication of having been taught to do so.

With regard to overwork in pupil-teachers having classes of forty or fifty children, this difficulty will be removed by the Minute of July 26th, 1858.

The most obvious remedy for this general want of understanding the meaning of words would be a slower system of advance, and having the children well grounded in each step as they rise. But this remedy is paralyzed by the early age at which the children leave school, and by the prejudices of the parents, to which we have alluded.

A second remedy brings me to my next subdivision :—

2ndly. *Reading-Books*.—Various reading-books are used in the Poor schools in my district, but those of the Irish Board are the favourites, and I cannot avoid remarking that with certain merits they have also defects (especially the higher and harder books, such as the Fifth for boys). I venture this opinion as it coincides with the expressed opinions of several of Her Majesty's Inspectors of schools, and represents the views of many of the managers in my district.

* My opinion on this matter is supported by that of Mr. Bowstead, expressed in his General Report for 1854 :—"In all reading lessons it is essential to ascertain that the children understand the meaning of the words used; and for this purpose it is necessary to repress the too common ambition to make them read books which are too difficult for them," &c.

The same view is entertained by Mr. H. Dunn:—"Take care that the pupil thoroughly understands that which he is directed to read. This is absolutely essential to his success."—(*Principles of Teaching*, p. 79.)

"Above all," says Mr. Tate, "the pupils should be taught to read with intelligence."—(*Philosophy of Teaching*, p. 288.)

Thus, the Rev. F. C. Cook stated in his General Report for 1856,* that,—

“The reading books are often ill adapted to the classes in which they are used, the general fault being that they are not simple or intelligible.”

The Rev. W. H. Brookfield remarks in his Report for 1857 †

“Another cause of deficiency in this important branch (reading) is to be found in the exceedingly uninteresting and unsuitable books which are easily procurable.”

The Rev. H. W. Bellairs wrote in 1857 :—

“I am not at all clear that the reading books in use in our schools are well adapted to their purpose.”

The Rev. D. J. Stewart observed in 1857 :—

“I wish I could think the reading books generally selected for schools the best to be put into children’s hands.”

Again—

“Great improvement might be made, in my opinion, in the reading-books selected for general use.”

These extracts might be multiplied, but enough have been presented to show that better judges than myself have formed the same opinion of this subject.

Copious foot notes and a manual for pupil-teachers, such as that belonging to Mr. Charles Baker’s Circle of Knowledge, would be great improvements in any series of reading-books. One of the best, and perhaps the only means at present, of combating the prejudices of parents in this matter would be to supply our schools with such a series of reading-books that the children would be almost compelled to understand each step as they advance.

This subject has been discussed in the last report of the Home and Colonial School Society‡ (January 1859), and by the Rev. J. D. Glennie§ (“Hints from an Inspector of Schools”), who justly complains of the mechanical style of reading in our schools.

3rdly. *The General Intelligence of the Children.*—It is usually urged that the general development of the children’s faculties is the only true source of good reading. Whilst admitting the fact that the development of the general intelligence of the children would greatly improve the reading, I do not see how much advance can be expected in collateral branches of instruction with the present short attendance.

It is idle to expect any great progress in grammar and geography from children whose average age is eight years, and

* Minutes of 1856-7, page 238.

† Minutes of 1857-8, page 388.

‡ Page 17-23.

§ Page 19-40.

average attendance under one year.* We must, therefore, look chiefly to the reading-lesson as the means of developing this intelligence as far as it can be done.

Much general information can be conveyed incidentally by a good teacher in a reading-lesson, and a well adapted series of reading-books would be a great aid in effecting this, especially in the case of pupil-teachers. A good deal of useful elementary instruction in geography, history, &c. could also be conveyed to the children's minds in connexion with the reading-lesson by a judicious teacher. But, to effect this, we must, first, have good books; and, secondly, the children must be made to understand them.

These are a few of the suggestions I have to offer on this important subject. It must, however, be evident that with our present engrossing industrial system, all that we can hope to effect in primary schools is, to ground the children in the more essential elements of education, and to stimulate their faculties sufficiently for them to retain the taste and the capacity for self-improvement in after-life. It is also evident that reading is the principal medium for the attainment of this end.

I am happy to support this view by an extract from the Rev. W. J. Kennedy's Report for 1855:†—

“The end and aim of the elementary school is not so much to infuse knowledge as to cultivate within a child the power to acquire knowledge.”

I have the honor to be, &c.

J. REYNELL MORELL.

To the Right Honorable

The Lords of the Committee of Council on Education.

* Mr. Marshall in 1856 stated—“That nearly half of the children attending the schools in all the inspected districts of Great Britain were under eight, and that the average attendance of one-third was under one year.”

Mr. J. D. Morell, in his Report for 1857, says:—“Of those that do attend school, 42 per cent. attend in all less than one year.”

† Minutes of 1854-5, page 523.

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, E. WOODFORD, Esq., LL.D., on the Schools connected with the ESTABLISHED CHURCH, and other Schools, inspected by him and Her Majesty's Assistant Inspector of Schools, JOHN BLACK, Esq., A.M., in the MIDLAND DIVISION and WESTERN ISLANDS of SCOTLAND.

MY LORDS,

Edinburgh, 22nd January 1859.

Mistake in assuming that words are understood.

As the result of many trials which I have been led to make since I had the honor of submitting my last General Report, I am quite satisfied that, from the *apparently* intelligent way in which children under examination very often use or respond to the words in the text of a prepared lesson, it is much too readily assumed that their meaning is really and fully understood; and I have laid it down as a rule, that whenever words occur in the book, which are not the words that the children would themselves use if they were speaking of the same thing, or would often hear applied to it in familiar conversation, they should be treated as words of a foreign language, and I examine accordingly, requiring them to be expressed in simple and well-known terms, or unmistakeably applied in other phrases.

Many teachers, however, assume that all may be rightly understood, or that if any obscurity remain it will be removed by the natural light that is always finding its way to the mind by some inlet or other. But that is confessedly in so far to leave the field to nature, instead of maintaining the implied cultivation, at the risk of allowing noxious weeds to take deep root among its proper fruit.

Examples.

My notes could supply a great variety of examples of surprising deficiency, as it would be thought, at all the stages of reading, from the youngest to the second highest class. In the highest class of each school, besides the attention, sometimes disproportionate, that the master has to pay to it, there is often at least one older or more advanced than the rest, that saves it from the discredit of a very gross general failure; and the answers I have here in view are not those of individual boys who may be more stupid than the rest, but those in which the class concur, unless when they perceive from the master's look that something is wrong, and which they yet fail to rectify; except by trying the two or three feasible guesses, that, in many cases, include the right answer.

I have alluded to a great and very generally prevailing error in school management, which has much effect, not only in producing and aggravating the evil just mentioned, but others of the same kind in every branch of elementary instruction, and that is the premature advancement of classes from one class-book to another, and from stage to stage in grammar and in arithmetic; but especially in arithmetic, where exercises in the more advanced rules have less effect in keeping up the knowledge of those that have been previously, and almost always too hastily, gone over and left. Thus, a class not only goes into a book or a subject without being duly prepared for it, but as the established rate of progress must be kept up, there is little time to bring up arrears by revision; and the next step increases the evil, or at least diminishes the amount of good that might be effected by a less pretending, but more judicious course.

Great error
in school
manage-
ment.

The evil complained of naturally had its origin in the progress of the scholars being regarded as the test of the teacher's efficiency, and most justly, so long as progress was but another name for attainment; but when schools were increased in number, so that two or more were in competition in the same district, and when the prosperity of each began to depend mainly on its character for efficiency, their rivalry led to a rate of progress, that even in the best hands, became incompatible with solidity of attainment.

Its origin.

Many teachers express themselves fully sensible of this great error, but when their practice is challenged as at variance with their avowed convictions, they maintain that they cannot help it. The great majority of the parents will have this established indication of progress, however deceptive, even at the cost of the books, which is otherwise a source of so many loud complaints. If they were to keep a class in a book, or a rule, for any length of time, after their contemporaries in a neighbouring and rival school have been advanced, they should lose their scholars, on the ground that "they were making no progress there at all;" and my attention has often been called to proofs of the fact.

Teachers
unable to
correct it.

The only effectual remedy for this crying evil, would be the propagation of sounder views by the local authorities, who are capable of fully understanding its practical magnitude, and will be at some pains to do so. To this object also your Lordships could powerfully contribute, by refusing grants on the ground of inefficiency from bad management, in those cases, in which the Inspectors, having their attention specially called to the subject, might feel it their duty to report, in unqualified terms, to that effect. In almost all my previous

Remedy.

Arithmetic. General Reports I have had occasion to mention in strong terms, the generally very unsatisfactory state of arithmetic; and in no other subject, perhaps is the deficiency so distinctly traceable to the practice here complained of. Nothing like the necessary amount of time and attention is bestowed in elucidating and impressing first principles generally, or the principles of particular rules or operations, either at first taking up the subject, or afterwards, in the course of revision. The consequence is that one rule is in a great measure forgotten as another is learned; and thus, as formerly reported, I have often found classes extracting square and cube root (though quite mechanically) who failed entirely to state a question in proportion, or solve a very simple problem in vulgar or decimal fractions. Till within a comparatively small number of years, there was little or nothing of black-board explanation in any of our ordinary elementary schools. The pupils in arithmetic worked for the most part, not in classes, but individually, and some old masters of high reputation kept each of them at his question, though it should be for weeks, till he thought it out for himself, and could undergo cross-examination on it. In this way a few superior arithmeticians were produced, and the rest got disheartened, and stuck in the elementary rules. There was thus, however, no false or deceptive progress, which is so often found in connexion with our modern methods and modern apparatus, though surely there is no necessary connexion between them.

General improvement. Still, with these very important drawbacks, and many imperfections in detail that might be noticed, there is a decided appearance of general improvement; and this will be greatly promoted as soon as teachers of superior ability set the example, which they can best afford to do, of discarding all appearance of progress beyond the simple and healthy reality.

Industrial schools. The improvement in the industrial class of schools, including the reformatory, is very considerable, as was to be expected from the encouragement in the way of grants that they have had for two or three years. The boys are more effectually trained to the use of their hands, whether in field or garden work, or in the different kinds of skilled or artizan work. The girls are not now so generally confined to needle-work merely; household work of various kinds, including washing and laundry work, is beginning to be a not unfrequent addition. I know of only one case, that of the Carriden female school, in which, in addition to all these, under excellent superintendence, there is also the whole business of the dairy carried on by the bigger girls in turn, under a well qualified instructor.

Lady Matheson's school in Stornoway is benevolently used as a means of propagating the knowledge or improving the practice of a particular kind of needlework, as a means of income to the people. In some instances, the purpose of introducing the means of teaching the girls common needle work has not yet been duly appreciated by those whom it was intended to serve.

In the papers now worked by the pupil-teachers in my district the greatest improvement is in the exercise on Bible knowledge and Catechism. Formerly, when they were open to examination on any part of this wide field at each annual visit, there was little inducement to attempt any special preparation, and therefore, though their Scripture knowledge might partake in their general improvement, their answers to specific questions were often very vague and unsatisfactory. But since I restricted myself to certain portions of the Old and New Testaments for each, even with a range so extensive as to embrace the whole during the five years of the apprenticeship, there is evidence, in the great majority of cases, of a very praiseworthy and successful effort of study in this branch of their prescribed course.

I submit a few remarks on such of the papers worked at the general examination for Queen's scholarships and certificates of merit, in December last, as were entrusted to me for revision.

1. *On School Management*, by 205 male candidates for Queen's scholarships. Of these 112 had been pupil-teachers, and might naturally be expected to appear to advantage comparatively in this paper, even though the great majority of questions in it, had not been addressed to them as such. They do so very generally, but they ought not to have so great a share in the very frequent and absurd errors regarding *Apparatus, Time-Tables, and Averages*.

Apparatus is made by many to include not only books, which is merely a technical or conventional error, but also furniture, &c.; one adds, "plenty of light and a good teacher."

Time-Tables are evidently rare in ordinary elementary schools. Many suppose the name to mean *Registers*.

Averages, and the method of finding them, are misconceived by so many and so similarly as to indicate either that there must be some explanation of this in the terms in which the question (No. 7) is expressed, or that some erroneous views have been propagated on the subject, and may cause additional errors in the filling up of the Form IX.

It would have been well for not a few to have acted more in accordance with the notice repeated at the head of each

paper, viz., "Candidates are not expected to answer all the questions. Far higher marks will be gained by a few accurate and sensible answers, than by a great number of indifferent attempts."

The question that is most generally omitted is that regarding any criticism by the teacher on lessons given by the pupil-teachers.

The paper on this important subject might contain a section more adapted for such as have not been pupil-teachers.

Catechism
and Bible
knowledge.

2. *On Catechism and Church History*, by 219 male students of the first year.—Both the parts of this paper are, for the most part, very creditably worked; but there is naturally more variety in the answers on Church History. (See Table.)

3. *On the History, Chronology, and Geography of the Bible, and the Gospel according to St. Luke*, by 124 male teachers who had chosen first year's papers. They seem to have understood Bible here to mean the Old Testament only, having Luke specially in the New Testament; for not one of them has taken a question that was put regarding the towns in Macedonia mentioned in the Acts, and most of them seem to have understood the exercise on *paraphrasing* as implying much enlargement on the original.

4. *On Acts of the Apostles and Epistle to the Galatians*; by 87 male students and 5 teachers, who have chosen second year's papers. The answers to the questions in this paper evince much careful study within the prescribed limits. Few have attempted the question regarding expressions in the Acts serving to indicate the writer of the book and the time of its completion, and these mostly with very partial success.

Gaelic.

5. *On Gaelic*, 13 male students and 6 male teachers; and, with a different paper, 2 female students.—There is some appearance of progress in parsing by those who have this year taken up the papers on Gaelic; but the improvement upon the whole does not warrant the withdrawal of my former complaints, that the papers generally do not indicate much of that analytical and idiomatic knowledge of the language which would enable a teacher to deal effectually with the difficulties of Gaelic-speaking children in acquiring a knowledge of English. In revising the papers and assigning marks, I have, as instructed, kept in view that 5*l.* yearly, in addition to any other grants, is contingent on the result when the candidate is in any school where a knowledge of Gaelic is found to be useful. The translations go to show that a passage from Ossian is much the same to one who can translate the Scriptures very fairly that a passage from Milton, with a word now and then of the time of Chaucer, would be to an ordinary

Normal school student ; and this might suggest the expediency of assigning some field of examination in the schedule of subjects which would most probably encourage all the effort necessary for the desired degree of efficiency, and as Gaelic is now an extra, teachers in schools where a knowledge of the language is required might be allowed to come up for it as for the other extras, such as drawing and the various branches of physical science.

TABLES SHOWING THE RESULTS OF THE REVISION OF
EXAMINATION PAPERS.

The following Tables will show my results in the revision of the papers. The candidates examined at the two Normal schools in Edinburgh, the two in Glasgow, and at Marischal College in Aberdeen, are represented by letters taken at random ; but each Rector will easily recognize the numbers representing his own students.

I.—CANDIDATES FOR QUEEN'S SCHOLARSHIPS.

School Management.	Good, &c.	Very fair.	Fair.	Under fair.
A. and B. Pupil-Teachers -	11	9	12	16
„ Not Pupil-Teachers -	-	4	4	34
C. and D. Pupil-Teachers -	15	14	23	13
„ Not Pupil-Teachers -	1	8	9	33

II.—STUDENTS.

Examination.	Paper on Acts and Galatians.				Paper on Catechism and Church History.				Errors in Spelling.	
	Students of Second Year.				Students of First Year.				Students, 2nd Year.	Students, 1st Year.
	Good.	Very fair.	Fair.	Under fair.	Good.	Very fair.	Fair.	Under fair.	Average Number of Errors per Paper.	Average Number of Errors per Paper.
A. -	7	7	1	3	1	12	15	25	1'277	1'188
B. -	7	9	5	-	17	12	7	13	'809	1'837
C. -	10	11	7	-	23	36	16	4	1'964	1'797
D. -	3	7	3	7	4	13	15	4	1'75	1'447

III.—MALE TEACHERS.

Examination.	Paper on Bible Knowledge.				Paper on Acts and Galatians.				Errors in Spelling in Bible Paper.	
	First Year's Papers.				Second Year's Papers.				1st Year.	2nd Year.
	Good.	Very fair.	Fair.	Under fair.	Good.	Very fair.	Fair.	Under fair.	Average Number of Errors to each Paper.	Average Number of Errors to each Paper.
A. -	4	4	6	21	-	-	2	-	1·285	1·5
B. -	1	3	9	18	1	-	-	-	1·419	1
C. -	0	4	6	6	-	-	-	-	1·75	0
D. -	0	2	-	5	-	-	1	-	1·571	0
E. -	4	4	11	16	1	-	-	-	1·485	0

IV.—STUDENTS and TEACHERS.

Paper on Gaelic.

Examination.	Students.				Teachers.			
	Good.	Very fair.	Fair.	Under fair.	Good.	Very fair.	Fair.	Under fair.
A. - - -	-	-	1	3	-	-	1	2
B. - - -	2	2	1	2	-	-	-	2
C. - - -	-	-	1	-	-	-	-	-
D. - - -	-	-	-	-	-	-	-	1
E. - - -	-	-	-	1	-	-	-	-

I have the honor to be, &c.

ED. WOODFORD.

*To the Right Honorable**The Lords of the Committee of Council on Education.*

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, JOHN GORDON, Esq., of Schools connected with the CHURCH OF SCOTLAND inspected by him in the SOUTH-WEST of SCOTLAND.

MY LORDS,

Edinburgh, December 1858.

In the course of the last year I inspected in the district assigned to my charge, all the schools receiving annual aid; others aided by Building or by Book grants; and some to which inspection was simply invited; in all 211 "separately managed schools."

Number and description of schools inspected.

In this number are included all annually-aided schools in the district, which are connected with the Church of Scotland by Statute, by appointment of the founder, or by origination from the Church itself; one supported by a Congregation of United Presbyterians; and a few unattached to any particular Religious Communion,—all of the class called Subscription schools, but the greater part indebted only to the subscription of an individual. Formally, an Inspector is appointed to the charge of schools in one connexion only; and his occupation is limited accordingly, in the main, but not exclusively. In practice, his sphere of duty is not altogether Denominational, but extends occasionally further, to meet some demand of service, for which no special provision has yet been made; but when that takes place, it is always with the consent, or at the express desire of the parties concerned.

I now beg to notice a few of the more immediate effects of the public aid, in its several forms,—referring, of course, to the 211 inspected schools.

I.—BUILDING GRANTS.

Of late, very considerable improvements have taken place, throughout this district, in the style of school accommodation. Old premises have given way to new erections better planned and fitted up for health, comfort, and the various purposes of an effective school-management. An example may be taken from the county of Ayr. Here, there are 45 schools now subject to inspection, all of which had been inspected in 1846; since that time, 26 of their number have come to occupy new buildings of the most commodious description. These new erections were encouraged in 16 cases, by grants of public aid; and in 29, they were entirely at the cost of the private parties. Ten of the new erections, it is understood, were given to fulfil,

Building grants.

in that particular, the conditions of annual aid ; the rest, without any view to that advantage,—the inducements in their case being, an official recommendation, consequent upon the inspection of 1846 ; the greater interest in education, which has ensued over the country in general, since that time, and the greater tendency to extend and to honour it by adequate provisions ; a fuller recognition of the duty of property in that respect ; and perhaps an admonition to private efforts from the late repeated failure of others of a public nature. Excepting two or three of the schools which are aided only by book grants, all of those now referred to have been reported as possessing “ *excellent, good, or sufficient* ” accommodation.

In the course of the last year, six new schools connected with the Established Church were erected in the district with public aid ; and doubtless, they presented a strong claim to public aid, first, in the fact, that well frequented schools had long existed on the same spot where the new were to be erected ; and next, in the fact, that numerous subscriptions attested the necessity of new and better exertions.

When new erections are intended, it has been explained as exceedingly desirable, if not necessary, that the new school, while originating with one Denomination should be opened to the children of all,—a practice, however, which has been, at all times, well observed by, at least, all the Presbyterian Denominations. And further, when a school under one Denomination fails, the managers having the remedy in their own hands, another Denomination intending a substitute or rival school has not been taught to expect the public aid. These principles of management are now referred to, as they give occasion to remark how materially they tend to modify the character of what is called the Denominational School system ;—a designation applicable far more to the manner of its origin, than to the manner or the effect of its operation.

II.—BOOK GRANTS.

Book grants. Books and apparatus were granted in the course of the last year, to many of the inspected schools ;—some of which had received no aid of any other description. These otherwise unaided schools, in general, are obviously inferior to the others, in the character of the instruction which they afford.

It is in them, chiefly, where certain errors are apparent in the use and in the choice of the books, which have been placed at the disposal of the masters. 1st. The book is unsuited to the degree of progress which the pupil has attained : a fault most likely to occur when the book does not form part of a graduated series of lessons on the same subject,

for the series forms a guide to the master in this matter. As respects the Reading-lesson books, the graduation is a simple matter, and accomplished in one way,—that of having separate books for different stages of progress. But on other subjects, as on Geography, History, and Religious knowledge, it may be accomplished by either of two distinct methods, one presenting only portions of the subject, selected with reference to the pupil's capacity or progress,—the other presenting the whole subject in outline from the first, and thereafter retracing the matter in more detail, and surveying it in other and more instructive points of view. Examples of this last method are furnished by several of the books which are most commonly used in Scotland; but there are subjects on which they are still wanting.

2. The teachers, whose schools are unaided otherwise than by book grants, are more apt than others to choose unsuitably from the book list; because, in their case, there is generally less knowledge to direct the choice. But there is a difficulty also, in this matter, to other teachers and to school managers, to whom many of the books are unknown by character or by name, and to whom many more of them are inaccessible. Advice in this difficulty is often sought. But a better help in the selection of the best books, is one which has yet to be provided, at least upon the proper scale,—a critical Review of school-book literature, which should circulate generally among teachers. This, if true, intelligent, and comprehensive, would, among its other uses, serve as a valuable directory in choosing from the book list.

The schools are now, with the aid of public grants, supplied with text-books in a degree very different from what was common, not many years ago. An example may be taken again from the county of Ayr. Of 45 schools last year inspected there, 13 were reported in 1846 as under disadvantage from the want of books: all of these are now well provided in that respect.

It is not observed, however, that any progress has been made in the establishment of school Libraries, which, at this time, are not found in more than half-a-dozen of all the inspected schools of the district. The success of such appendages to the common schools in other countries, and at home in the Highland schools of the General Assembly, suggests forcibly the desire to see them more commonly provided. In all these instances, they have been useful, not alone to the school-going children, but more to the adult population,—contributing much, in both cases, to the formation of a taste for reading, one of the best of all the results at which a school can aim.

III.—AUGMENTATION.

Augmenta-
tion.

This, the chief form of the public aid, being available only to certificated teachers, it has been urged that such qualifications as the certificate implies are not necessary for teachers in remote situations, and among humble and indigent people. But I have seldom found that the reason which probably led to the invariable rule on this point, when mentioned, has not been received as satisfactory,—namely, that efficient teachers of elementary knowledge are almost as requisite in such situations as in any other,—because the moral, not to speak of the intellectual interests, of the people are there as precious as anywhere else. Again, the candidates for certificate are admitted from only two positions: they must be officiating teachers, or they must have attended as students at the Normal school, for at least one session. There is a third position from which candidates have sometimes advanced to seek certificate: they are teachers by profession, but not in office. One, perhaps, being young, has never yet had any school in charge; the proof, therefore, of his ability in school management is wanting, and, it is hoped, will never be dispensed with. Another, not without experience, is at present without employment, as a teacher; the same proof is wanting in this case, with an obvious additional reason for requiring it.

Candidates
for certifi-
cate.

The late examination for certificate at Glasgow was attended by thirty-eight teachers, male and female, besides the trained students; and the Class List gives the following results:—

	Teachers.		
	Males.	Females.	Total.
Passed for 2nd Year in 2nd Class	1	—	1
„ 1st Year in 1st Class	3	—	3
„ „ 2nd Class	12	—	12
„ „ 3rd Class	9	—	9

It may be noticed that several of the male teachers passed for registration; and that two of the same class of candidates, being over thirty-five years of age, stood for degrees above the lowest. I add a statement of the number of schoolmasters and schoolmistresses who have been candidates for certificate in each of the last four years:—

	Males.	Females.	Total.
In 1855	12	4	16
In 1856	23	7	30
In 1857	29	10	39
In 1858	37	1	38

The increase is less, perhaps, than might have been expected from the weight of the inducements: for it has been much retarded by various circumstances, some of which were explained on a former occasion; and to these may now be added the increasing number of student candidates, who issue yearly from the Normal schools.

The students who attended the late examination for certificate, classed respectively as Queen's scholars, bursars on the Church fund, and self-supporting, are enumerated in this year's Report on the Glasgow Normal School.

IV.—PUPIL-TEACHERS.

The preparation of teachers commences, however, before ^{Pupil} they reach the Normal school, and makes much progress in the ^{teachers.} common schools, by means of previous apprenticeship. This early initiation originated with the Minute of 1846; for in the very few instances of the like arrangement which had occurred in Scotland, at a prior date, the intention was, more that the apprentice should serve the school as an assistant, than be himself instructed with a view to his future occupation as a teacher. Whether the Government exercises more of a regulating influence in elementary education by the system of apprenticeship, or by that of training at the Normal school, it is not easy to determine; in both cases, the matter still remains very much in the hands of the school managers. But, perhaps, generally speaking, the influence is the greater in that case which takes the pupil at the earlier stage of life, when the intended bent can be the more easily impressed upon his mind and character. At the same time, if the apprentice were no more than a student for his intended occupation, perhaps the system of apprenticeship might not yet have been adopted; but he is also an assistant in the business of the school, and his service in that way helps much to recommend the system.

How far the system of apprenticeship takes effect in the schools now referred to, may be seen from the following particulars relating to the last year:—

Number of pupil-teachers in apprenticeship	-	-	-	341
„ candidates for apprenticeship	-	-	-	184
„ apprenticeships ended	-	-	-	38
„ apprentices who, at the close of their term,				
took to other occupations than that of				
teaching	-	-	-	10

It may be added, that the number of apprenticeships that actually commenced, very considerably exceeded the number that closed in the course of the year, being more than three times the amount: and that, when pupil-teachers are desired

for a school, it seldom happens there is any difficulty in finding them, the difficulty being more frequently in finding at a convenient station any school prepared to receive them. On the other hand, the number of the apprentices who did not choose to follow out the occupation to which they had been so far bred, bears to the number of the closed apprenticeships the considerable proportion of one-fourth.

V.—ASSISTANTS.

Assistants.

The assistants created by the Minute of July 1852 appear to be accepted by the school managers upon two distinct views,—either, because in the day school they are preferred to pupil-teachers, or because their employment procures the continuance of an evening school,—the first view, probably, the more prevailing of the two.

The assistants in this district are but eight in number: and they would be more numerous, if the supply permitted. But the supply is limited by the rule, that they must first have served an apprenticeship, and by the expectation, which has been very plainly indicated, that the apprenticeship shall be straightway followed by a course of training at the Normal school, with the privileges of Queen's scholarship,—an invaluable opportunity of further training. The occasion for the more frequent employment of assistants is very obvious. They are already proposed wherever one teacher may be insufficient, either from the extent of his duty in the day school, or when to that he has to add the accumulated charge of another kept for two hours in the evening. Now, the duties of a day school alone are commonly more than sufficient for one master, wherever the instruction is of the twofold character, which includes the elementary branches, and some of the more advanced, as languages and mathematics. In most parish schools, both kinds are professed; and, in very many, both kinds are taught; for this was the appointed function of the parish schools from the first, and it is not easy to see how it could be reduced without great disadvantage to the country population. In all such schools, assistants are much required; and so extensive is the opening for them, that, if adequately supplied, they would come to perform an important part in the school economy of the country.

The several forms of aid which have now been noticed, are applied to elementary schools of every description; not merely to the unendowed, but, with equal liberality, to the Parish and Burgh schools, enjoying a stated provision under the Statutory law of the country. This last is a circumstance of some peculiar significance; in what respects peculiar, it may not be uninteresting or needless now to explain.

VI.—PARISH SCHOOLS.

All the parish schools which receive the public aid in this district, have, in the first place, been provided with all the advantages to which they are by law entitled. But the legal provision appears to have been, generally, deemed insufficient, and has been considerably increased by what the parties, who supply it have commonly added, of their own accord. Such additions have been made, at once, in the number of the schools, in the school accommodations, and in the schoolmasters' salary.

No aid being afforded to any school in a parish where the legal provision of a school is wanting, the parish school exists, with its full provisions, in all the aided rural parishes of the district. But there are others "consisting of a Royal Burgh, or part of a Royal Burgh, and a landward heritor or heritors," where parish schools are, by law, required to be established; of these there are five in this district, where the school does not appear to be supported in the very manner prescribed by the Parish School Act. It may be doubted, therefore, whether the legal provision has here taken effect, though each of these parishes has a school supported in some other manner, and entitling the teachers to the benefit of the Widows' fund of the Parish and Burgh schoolmasters of Scotland.

On the other hand, some parishes in the district have more than one school, though one would have fulfilled the requirement of the Act. Dumfriesshire, in particular, may be noticed as having more of this plurality than any other Lowland county of Scotland; it contains 42 parishes, having among them, in all, 53 parish schools.

The Act requires that the school shall be provided with a commodious house." The houses built more than fifty years ago were supposed to fulfil this requirement, and probably they did; but few of these would now be considered as sufficient, and not many remain, or at least remain unchanged. Another notion of what constitutes a commodious house has, in many instances, produced another style of building; or rather it should be said, the improvement, or the greater part of it, was given in a quite voluntary manner, and not in obedience to any understood injunction of the law. Moreover, when two or more schools have been given to a parish, though the oldest was long held entitled to accommodations for both the school and the master's dwelling, it has been recently found* that no accommodation of the one kind or the other is legally due to any one of such schools; yet there is not one instance in this

* Macalister v. McArthur, March 1855.

district, of the heritors not having provided for all of such schools, both principal and branch, houses both for the school and for the master's habitation.

Salary. In thirty of the aided parishes, the simple maximum salary (34*l.*) has been provided for one school; and in thirteen, the larger maximum (51*l.*), which is not necessarily accompanied with accommodations, has been provided for two or more.

It may be here remarked, that the legal obligation of the heritors to provide for the parish schools is, by no means, in proportion to their present rentals, because the comparative value of property is now very different from what it was when the assessment was placed upon the old valuation; not to speak of the new forms of permanent property, which have arisen in mines and manufactures, still exempted from the burthen of contributing to the support of parish schools. Such occasions of unequal obligation exist to a greater extent, perhaps, in this district than in any other part of Scotland; and they are now mentioned, as adding to the credit of those who support the parish schools according to the old rentals, in a measure which considerably exceeds the obligation. And this again proves the felt insufficiency of the legal provision. Other acknowledgments of the same fact are frequent,—in the voluntary contributions that form one of the conditions of augmentation, and the arrangements made by heritors for the retirement of old or infirm masters.

School fees. The heritors and ministers are appointed by the Act to “fix the school fees from time to time, as they shall judge expedient;” and when the rates have once been determined, they are seldom altered, and not always upon the appointment of a new teacher. The new teacher adopts the practice of his predecessor. But few masters adhere strictly to the rates as laid down by the heritor,—never, it may be presumed, going beyond them,—but often not exacting their full amount. The heritors fix a certain fee for each of the branches appointed to be taught; but, occasionally, the master regulates the actual charge within that limit, by the circumstances of the parent; for at parish schools, as already said, these circumstances are often very various. In this respect, the master exercises a large discretion; and in this manner, that result takes place which your Lordships have desired, that the payment should be in some degree adjusted to the “means of the parent.” A similar discretion is allowed to the master in fixing the length of time for which the payments shall be made. The practice in this respect is not always the same for all pupils in the same school; of the sixty-four aided parish schools in this district, there are at least a dozen in which the terms of payment are quarterly, monthly, and

weekly,—the one or the other, as suits the circumstances of the parents. In others, the term of payment is the same for all,—the most frequent, quarterly,—the next, weekly,—the matter being here again determined by the habits, occupations, and means of the people. These particulars are mentioned, as the practice which they exhibit, though not exactly at variance with the Act, is not specially regulated by it.

The heritors and ministers are empowered to “recommend” poor children of the parish to be taught free at the parish school. But the practice of sending pupils in this manner for free instruction is, in this district at least, almost wholly in abeyance. It has so far ceased from various causes; chiefly from the remarkable readiness of the schoolmasters themselves to give free instruction, wherever they know it to be required by the circumstances of the parents. Moreover, the provision in the Parish School Act for the education of poor children, is so far superseded by the recent rise, or the increase of other means of doing the same thing. The Parochial Boards, under the Act of 1845, by which they were established, now pay for the instruction of pauper children, both at parish and other schools. The Kirk Sessions of the Established Church being relieved by that same Act, from the duty of providing for the maintenance of the poor, now educate needy, but not pauper children, from the funds produced by church collections. Individuals more frequently, from benevolence, educate children at their own cost. And bequests for educational purposes in a charitable manner receive occasional accessions.

The extent to which these incidental augmentations of the income of parish schoolmasters take place in the aided schools of this district, may be seen from the following statement:—

	Number of Schools benefited.	Number of Children benefited.	Yearly Amount paid.*		
			£	s.	d.
By Parochial Board	111	767	350	0	0
By Kirk Sessions	53	882	331	0	0
By Individuals	61	492	278	0	0
By Mortification	37	575	295	0	0

Including these payments, but not including augmentation from the public aid, nor the relative subscription, nor the value of accomodations, the average income of a parish schoolmaster in this district, is 70*l.*, consisting of 27*l.* from

* Ragged schools not included.

salary, and 43*l.* from school fees. This the country considers insufficient, and has therefore added other offices producing some emolument. It is true, that such offices are conferred on parish schoolmasters, because they, commonly, are the fittest persons on the spot to do the duties that belong to them. But it is no less certain, that the object is, commonly, to augment the master's income. This appears from the tenor of the public advertisements, when candidates for vacant offices are invited; they are then informed, that the value of these minor offices will form part of the masters' stated and certain income.

Minor
offices.

The offices here referred to are, those of Session clerk, held by nearly all the aided Parish teachers of this district; Heritor's clerk, of little value and held by few; Inspector of the poor, often laborious and lucrative, and always ill according with the proper occupations of the schoolmaster; Parish Registrar, held by some under such circumstances as make it tenable without prejudice to the interests of the school. There are cases in which all these offices were, at first, centered in one master; and one case, in which the joint emolument arising from them exceeded the total income of salary and school fees. But such accumulations are not allowed by the conditions of public aid. The average addition to the aided parish schoolmaster's income from these sources is 15*l.* per annum.

There is a proportion observed to exist, in general, between the income of a master, and his efficiency in the duties of his school; but this proportion is apt to be disturbed when he is encumbered with several of the adjunct offices now mentioned, and with one of them in particular.

Subjects of
instruction.

The Heritors and Ministers are empowered to fix the subjects of instruction in the parish school. Custom, however, has long settled much in the programme of instruction for the parish and other elementary schools: and what has been thus settled, the heritors very generally accept. Now, since the Act does not prescribe the subjects of instruction, no occasion exists, to trace how far the practice has gone beyond the law; but even here, there are certain slight variations upon the law, which it may be worth while to observe. The deference which the heritors exercise in this matter is not confined to the prevailing custom, but extends to other parties who, also, have certain official connexions with the schools. These are—1st. The Presbytery of the bounds, who, by statute, are charged with the supervision of the schools,—a duty which, of course, involves some cognizance of the subjects taught. To them, indeed, the task of prescribing the subjects of instruction originally belonged. 2nd. The Committee of Council require a certain proficiency in certain subjects from all aided masters. They do not pre-

scribe new subjects,—so that the programme of examination for certificate includes none which may not be seen reported by the General Assembly's Education Committee as commonly taught in unaided schools. But, in requiring from the masters, at their examination, a certain proficiency in these branches, and afterwards by indicating the relative importance which they attach to each, it is plain that they, too, influence in some degree, the studies both of the school and the schoolmaster. 3rd. The schoolmaster himself often, in effect, modifies the programme, by the manner in which he deals with the given subject; more particularly, by the range of his instruction upon it;—in which way, the common subject, in his hands, becomes well nigh a new one. And again, other subjects, to all intents and nominally new, he is practically at liberty to introduce, if only they happen to be well known or highly valued by himself. Accordingly, there are masters who, of their own accord, teach Physiology, Chemistry, Geology, Drawing, or some modern language: and it is very seldom, that the discretion thus allowed is exercised amiss.

In adverting to the large and varied scheme of instruction in the parish and other elementary schools, it is at once apparent, that to deal with it effectually must often exceed the power of a single master. The law provides no assistance; and school managers, in general, have not formally supplied what the law has omitted—they have not directly provided additional teachers, so long as the master is unvisited by any disability. But, in several ways, their sense of the need of some assistance frequently appears: they encourage, for example, teachers to obtain assistants under the Minute of July 1852, and the aid of pupil-teachers; and for the partial relief of the parish school, as well as for other reasons, they sometimes establish a female school in its vicinity.

The parish school law appears, then, in all the respects now mentioned, to be more than implemented, and this practical testimony to its insufficiency may perhaps serve to prove the need of corresponding changes in its provisions. In the meantime, it helps to prove also the need of augmentation, with its accompanying conditions.

VII.—BURGH SCHOOLS.

It is not so certain, that the law has been implemented, in so far as it refers to schools in Royal Burghs. Of these the number in this district is fourteen, whereof two, “consisting only of a Royal Burgh or part of a Royal Burgh,” have no claim to any school provision under the Parish School Act. Of the rest, there are two or three, as already said, which, though “con-
Burgh schools.

"sisting of a Royal Burgh or part of a Royal Burgh, and a landward heritor or heritors," do not appear to have "a schoolmaster appointed and maintained" in either of the ways pointed out by the Statute; among these, the Royal Burghs of Ayr and Irvine, in which the present Academies are supposed to have been originally parish schools, but are now constituted in the different manner described on a former occasion.* It is, however, much to the present purpose to remark, that the original plan of a parish school seems to have been there set aside, simply because, in such situations, it was found insufficient or unsuitable.

The public aid, however, is extended to only three of the Burgh schools; and to others it is inapplicable and has been refused, because they are not enough frequented by "children of the labouring poor," for whom the grant by Parliament was intended, nor enough available to that class from the rate of school fees. The unaided burgh schools are, in fact, mainly for children of the middle and higher classes; and the instruction which they offer, is more than elementary, showing occasionally a considerable development in Languages, Mathematics, and Physical Science. For these reasons, they are often much frequented by pupils from a distance, and they exemplify what has been elsewhere termed the "superior primary school" proposed for every town having a population of more than 6,000;† but their constitution as superior primary schools is not distinctly appointed by the statute, nor in all cases can the statutory provision be considered as adequate to their support as schools of that order. In the original sketch of the parish school system, it was proposed, that "in every notable town there should be erected a college in which the arts, at least Logic and Rhetoric, together with the tongues, be read by sufficient masters."‡ But in the subsisting Act of 1803 this scheme finds no place—none, at least, by any express provision; and the town school is not there designated to the communication of any higher knowledge, than what is usually imparted in the common parish schools. Here, then, there is a very obvious defect in the educational system of Scotland, a want of sufficient public provision for the maintenance of a much needed high class of schools.

What has now been said may help to evince the effect of the public aid upon the *means* of education. The improvement of education *itself* may be presumed to follow; and on this last particular a few remarks may now be offered.

* Report on Schools in Ayrshire, Minutes of Council, 1846.

† Cousin, Instruction publique.

‡ First Book of Discipline.

IX.—INDUSTRIAL INSTRUCTION.

The "character of the instruction" given in the aided schools is shown in the "Summary of Tabulated Reports." But this summary for male schools is confined to what may be called the literary instruction; and omits the *industrial* which is afforded in some instances, and which does not so well admit of being so characterized. Besides, the industrial instruction of male pupils is still too recent and too rare, to require a place in any general summary of the sort referred to. It may be proper, therefore, to notice now, that among the aided schools there are five of the industrial kind for male pupils; and they are all of the Ragged or Reformatory class. The industry is, to some extent, skilled in all the five, consisting of Carpentry, Shoemaking, or Tailoring; and in all, it is partly unskilled. As good a specimen of such training as any that occurs in this district may be found at Pollockshaws; and in the Ragged and Reformatory school at Stranraer, agriculture is the principal branch of industry, and pursued with spirit and success.

The Industrial schools for females are fifty in number; Needlework and Knitting, the occupations or subjects of instruction which are common to them all; but to these are added, in the five Ragged or Reformatory schools, some training in household work, and some book lessons in household economy. In one school which is not of the ragged class, that of the Eglinton Ironworks, supported by Messrs. Baird, very suitable provisions have been made for instruction and practice in cookery and other household arts; and in this instance, the object and the plan are so good and so unusual, and so apposite to the circumstances of the situation, that it becomes proper to append the special Report.

It may be added, that Drawing, regarded as an useful art, is now taught in several of the inspected schools,—in some of those, for example, at Paisley, where it is taught by masters supplied from the Government School of Art. In the Newton Abbey parish school, "80 pupils are instructed in this branch,—the intention being, not merely to improve the taste and educate the eye, but to form the hand, in a degree, to some of the occupations of manufacture which are common in this place; and girls, for both reasons, form a considerable part of the pupils thus instructed.* At the Neilson Institution, Paisley, with pretty much the same views, "112 pupils, male and female, are taught drawing, freehand and from models; and mechanical, drawing will follow soon." This branch, indeed,

* Special Report, Newton, Paisley.

seems likely to become more frequent in the common schools of the district ; if only from the great consideration which is now bestowed upon it at the Normal schools. The students of the Normal school at Glasgow are occupied under a master supplied by the Government School of Art, the males for three, females for two hours, weekly, "in copying symmetrical figures " from the flat, in studying practical geometry, the principles " of perspective, and in drawing from models ;" and all of them, 97 in number, accepted the trial in this branch at the late examination for certificate. Their success was shown by the award of prizes to a very high proportion of their number.

X.—OTHER INSTRUCTION.

Other in-
struction.

The greater part of the aided schools in this district have been repeatedly inspected in the course of the last four years ; and it has been gratifying to find more of their number very noticeably improved, both in the style of the instruction and in the progress attained, during the last year, than at any former period. The teachers, in these instances, have been steadily in charge of the same schools, for a considerable time ; they have, moreover, not been desiring much to change their position ; and to that contentment they owe, I think, not a little of the merit now ascribed to them. A love to their work grows from their familiarity with it ; and this disposition, the certain source of much efficiency, is directly promoted by the action of the public aid. At the same time, the indispensable local superintendence becomes, in general, more active, as if in sympathy with the public efforts, and commonly with the manifest effect of strengthening the teacher's hands. It is believed, that at no time has the superintendence of the Church been exercised with greater zeal. So that, on the whole, if many schools have sensibly improved, this is no more than might have been expected in the circumstances mentioned.

This improved disposition on the teachers' part is, of course, evinced by improved practice in the schools ; and of this one or two instances may be mentioned :—1. The aim of the instruction has become, if I mistake not, more determinate towards the promotion of habits, mental and moral, in preference to the mere communication of knowledge considered as an end ; and, in those cases in which this is most perceptible, the instruction is always of the "thorough" character, which it is so much the object of the Minutes to promote.

2. The elementary branches, as taught by able masters, are not so simple as to relieve them from a daily preparation of the lessons ; of the Reading lessons, at least ; and of those in

Religious knowledge, History, and Geography. This is with them a daily practice ; and some, as at St. Enoch's and Girvan, have improved upon it, by compiling for themselves, on each branch, a variety of lessons adapted to different stages of progress, and from time to time augmented or altered. In more than one instance, these compilations have become the groundwork of published class books, which have been admitted upon the list for book grants. It may be added, that all preparation of the kind is very apt to cease, when home occupations of a different nature are imposed upon the teachers, by some of the minor offices before referred to.

3. Another feature of the good tuition now in view is, the avoidance of a hurried, unsound, and only seeming progress ; on the contrary, a habit of going back, to make very sure of all the ground that had been gained. To the pupil this might be an irksome task, if not well managed ; but it is exciting, pleasant, and profitable, when managed, for example, thus : " once a week, several classes in different stages of progress are thrown together, for exercise on those parts of a subject which are, less or more, known to all : the more advanced, to whom chiefly the exercise is one of repetition, have then a strong motive not to be at fault in presence of the rest." This is well exemplified at Bushy, Househill, Houston, and Quarrelton. Withal, it must be allowed that these methods of preparation and repetition are not so remarkable in themselves, as for the manner in which they are worked by able masters ; and here, again, it is apparent that the grand qualification of a teacher lies less in his methods and his knowledge, than in the fidelity and energy with which these are applied.

4. The Summary shows the various success with which the elementary branches are taught in the inspected schools ; and the success, with which they are severally taught, may be held as the measure of the importance attributed to each. Every teacher has, indeed, an idea on that point, more or less distinctly present to his own mind ; and there is much diversity in the estimate that has been formed of the comparative value of the branches. But it may be said, and the Summary proves the fact, that no branch is taught with more success than that of religious knowledge ; and there is none which has so much of a modifying influence upon the rest,—for, besides being taught like other matters at stated times, it may supply at any time, incidentally, a lesson for the guidance of the pupils' conduct, and may re-appear fitly with the lessons upon certain other subjects, as History, or English reading. In this respect, the branch in question is peculiar.

It is peculiar also in this, that it can be taught and is taught, by a greater variety of methods than any other branch. Much of this variety may be attributed to the nature of the subject ; more, to a difference of character among the teachers, affecting their notion of the manner of its treatment. A very few examples may be given :—"The lessons in Bible history are accompanied with much practice to the pupils in distinguishing the leading events, the salient points in the history, and then coming down upon the details grouped in their proper places."—(Mearns.) "After a few chapters of Scripture, five or six, have been read, the teacher dictates some remarks thereby suggested to himself ; and as a home exercise, the relative texts have to be found out, written down and brought next day for his inspection."—(Gartscherrie.) "There is much intelligent explanation of the connexions of the different questions in the Shorter Catechism, accompanied with an ingenious use of the black-board in illustration."—(Springburn.) "The teacher is not content with giving to his Scripture lesson a merely *historical* interest, he gives it a *moral* also ; and in like manner, the Shorter Catechism, too often taught as a mere intellectual exercise, if so much, is here taught, every part of it, in its moral applications."—(East Kilbride.)

It remains but to add, that the ordinary attendance at some schools appears to have increased in the course of the last year ; and that these are the schools in which the instruction appears to have most sensibly improved. Does not this fact support the remark, that one of the surest ways of promoting the much desired regularity of attendance at a school, is to place it under the charge of an efficient master.

I have the honor to be, &c.

JOHN GORDON.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SPECIAL REPORT ON FEMALE SCHOOL of INDUSTRY at Eglington Ironworks, 17 June 1858.

Messrs. Baird, proprietors of the Eglington Ironworks, have set on foot at these works what is termed a Culinary and Industrial school, the object of which is "to fit the girls of the workmen's families for the duties of house-keeping by a practical initiatory course in the following branches, viz. "economy and neatness in getting up a comfortable meal, washing, dressing, mending, and darning clothes." For this purpose, a house has been fitted up near to the common school, for which they lately

provided very ample and costly accommodation. This House of Industry contains five apartments, viz., kitchen, washing-house; laundry, dining-room, and lodging for the housekeeper. The other domestics are two female servants. The meals here prepared are offered at small charges to the unmarried workmen, and are given in the house to them only, "the institution not being meant to interfere with the domestic habits of the married class, though it is expected that they will indirectly feel its influence,"—the proprietors having very properly disclaimed all wish to draw others from their own homes. "Washing, dressing, mending, and darning," are also offered to the unmarried and to the families of the pupils, that is, the pupils of the Culinary, not those of the Female school. The proprietors retain in their own hands the whole charge of the establishment; and as the scheme is new and experimental, they properly commence it on a moderate scale.

The commencement took place only four weeks ago, and if the experiment were not so important and so promising as it is, it might be too soon as yet to say anything concerning it. It bids fair, I think, to realize an Industrial school of the description referred to in the circular of June 1854.

Since the house was opened four weeks ago, from seventeen to twenty-four men have daily come to it for dinner, six or eight to breakfast and supper, the morning and evening meals attended by the smaller number, from the fact that many of the unmarried lodge at a considerable distance from the school. It is wished, that each workman should engage to take advantage of the house for a certain time, not exceeding two weeks for one engagement; but, hitherto, there has been no rule on this point, the parties having only been requested to "leave their names with the housekeeper in the morning, stating what is wanted for breakfast, dinner, and supper."

The pupils are not to be admitted under twelve years of age, and they are either to come directly from the adjoining Female school or to have belonged to it at a former time. They are to be engaged in household work throughout the day, except for the half hour, when they will receive from the schoolmistress book lessons on the same matters of cooking, dressing, and washing, with which they are practically occupied in the House. It is intended to admit two new pupils each month, and two accordingly has been their number since the school was opened. The object of this rule is, that there may be always two pupils in the same stage of progress and available for the same kinds of work. Their number, however, at one time will be limited to six during the first year; and it is supposed, that six months' training will suffice for each. The pupils, for their service in the house receive food and instruction at the female school, free. The Laundry work is now commencing.

The proprietors here aim at improving the social condition of their workmen in a way which, as yet, has been very little tried in Scotland,—by a very special training of the young females for the duties of the domestic life that probably awaits them. This design could not be attempted in any situation more favourable, and it has a further promise of success in the sound judgment and unmeasured liberality of the proprietors.

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, D. MIDDLETON, Esq., M.A., on the Schools connected with the ESTABLISHED CHURCH, and other Schools, inspected by him in the NORTH-EAST DIVISION of SCOTLAND.

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MY LORDS,

Aberdeen, 21 January 1859.

THE district assigned to me by your Lordships in the spring of 1857 comprises the twelve counties on the North-East of Scotland, and extends from the mouth of the Tay to the Shetland Isles. Extent and statistics of district.

There are on my list now 256 schools liable to inspection, to wit,—

Parish schools	-	-	-	-	-	85
Sessional schools	-	-	-	-	-	18
General Assembly and Society schools	-	-	-	-	-	67
Burgh schools	-	-	-	-	-	3
Subscription schools	-	-	-	-	-	41
Privately built or endowed schools	-	-	-	-	-	38
Reformatory schools	-	-	-	-	-	4

256

About 60 of these are new cases within the last nineteen months. The staff of teachers contains 102 certificated masters, 37 certificated mistresses, one registered mistress, three assistant-teachers under Minute of 23 July 1852, and about 240 pupil-teachers.

Grants for building, enlargement, improvements, or fittings have been received by 56 schools or 70 departments; 80 schools or 91 departments have received book grants; 128 schools or 135 departments are in receipt of augmentation grants; 103 schools or 111 departments, are in receipt of pupil-teacher grants.

I.—NUMBER AND PROGRESS OF SCHOOLS INSPECTED.

During the year ended 31 August I made 196 inspection visits, embracing 226 departments, and traversed 5,866 miles. Number and progress of schools inspected. In 185 schools, or 215 departments, the scholars (14,102 present) were examined.

The specific character of instruction, in the different elementary branches, is tabulated in Summary b.

The general character of instruction may be thus represented:—

	No. of Departments.				
Very good in	-	-	-	-	30
Good in	-	-	-	-	71
Very fair in	-	-	-	-	67
Fair or pretty fair in	-	-	-	-	37
Moderate or bad in	-	-	-	-	10
					<u>215</u>

Those marked moderate or bad were all conducted by uncertificated teachers, with inadequate salaries.

Management and superintendence.
School returns.
Causes of their inaccuracy.

II.—MANAGEMENT AND SUPERINTENDENCE.

From the concurrent operation of two causes the returns made by managers of schools are still far from having reached the standard of exact statistics. These causes are:—

- 1st. The defectiveness of school registers; and
- 2nd. The various interpretations of the *headings* in Form IX., and the consequent variety of returns.

School Registers.

School registers deficient.
Attested by inspectors:

In Form XIX. your Lordships state, “that there is yet a very general want of proper registers and of proper care in “keeping them.” The want seems to be generally felt by my colleagues, and is frequently alluded to, sometimes in strong terms:—

Dr. Woodford, Minutes of 1854–5, p. 708; Minutes of 1856–7, p. 621.

Mr. Stokes, Minutes of 1856–7, p. 611.

Dr. Cumming, Minutes of 1853–4, p. 989; Minutes of 1857–8, p. 696.

Rev. T. Wilkinson, Minutes of 1857–8, p. 705.

Rev. J. J. Blandford, Minutes of 1854–5, p. 491.

Rev. M. Mitchell, Minutes of 1854–5, pp. 476–7.

Rev. D. J. Stewart, Minutes of 1854–5, pp. 575–6; Minutes of 1856–7, p. 441.

Rev. W. J. Kennedy, Minutes of 1856–7, pp. 392–3.

Rev. G. R. Moncrieff, Minutes of 1857–8, pp. 485–6.

Mr. Marshall, Minutes of 1857–8, p. 615.

by my own experience.

In nearly all the annual grant schools in my district there is a daily register kept, which records the presence or absence of each scholar for every school-day in the year, but it too seldom records,—

Entries not made.

1. The age of each scholar.
2. The total number of scholars present each day.
3. The reason for each holiday.
4. The weekly average attendance.
5. The average attendance for the year.
6. The entire number of days each scholar has been present during the year.
7. Certification of the correctness of the entries.

False averages.

Those things called *averages*, as returned in Form IX., are, I fear, too often stated by liberal guesswork, without any calculation whatever, or calculated from the highest month or quarter of the year's attendance.

It is not unusual to meet well educated men who stoutly maintain, that the *average attendance for the year* should be entered GREATER than the *highest weekly average*.

In two cases last year, that had an unusually suspicious look, I took time to calculate *the average attendance for the year*, from the "Daily Register," and found it (in one case a little under, and in the other a little over) ONE HALF of what had been entered in Form IX.

In my district (except in the Dick Bequest schools) the registers are almost invariably purchased by the teachers, and are so various in their size and arrangement that ready inspection of them is next to impossible. When the teachers leave, they take their registers with them, and then Form IX. may be either filled from fancy or left blank.

Registers taken away when teachers leave.

To give the returns a reliable character, and to preserve the annals of each school, it seems very desirable, if not essential, that :—

1. An uniform register, as simple and inexpensive as possible, be adopted for schools in receipt of annual grants.
2. That the register be issued gratis, or at reduced price, to the managers, and be strictly preserved and regarded as SCHOOL PROPERTY.
3. That it be kept as directed, and that its correctness be certified by the teachers at the end of the school year.
4. That the correct keeping of the register be an express condition of annual grants.

Suggestion of uniform register for all annual-grant schools.

This is the plan adopted by the Dick Bequest Trustees in all schools in receipt of their aid.

According to the Dick Bequest plan.

The register and time-table issued by them would, with little alteration, answer the present purpose exceedingly well.

Headings on Form IX., pp. 2, 3, 4.

Much doubt exists respecting the interpretation of the following *headings*, and corresponding diversity in the returns made under them :—

Form IX., headings pp. 2, 3, 4, much doubt respecting them, and diversity in returns.

1. "Number of children on the books."—Does this mean the number enrolled during the *year, quarter, month, or week*?
2. "Admitted in last twelve months."—Does this mean the *total* number enrolled, or merely *new scholars*?
3. "Left in last twelve months."—Does this mean *left finally*, or does it include *those that have left for summer work and may return next winter*?
4. "Years at the school."—Does this mean *years in which their names have been on the books*, or *full years of school attendance*?
5. "Present ordinary attendance."—Is this to be found *from the register, or by approximation*?

6. "Number of children learning."—Is this the number enrolled for the year or quarter, &c., or is it the present ordinary attendance?
7. "List of books."—Does this mean the books held in stock by the managers, or the books in the children's hands?

To secure uniform returns, the official meaning of the headings needs to be defined and fixed on Form IX.

Before uniform returns may be expected, it is necessary that the exact *official meaning* of these headings be defined and fixed on Form IX.

With such clear definitions on Form IX. and the adoption of an uniform register, the keeping of accurate school-records and the making of uniform returns would be a very simple matter.

Premises, &c.

III.—CONDITION OF PREMISES AND FURNITURE (INCLUDING BOOKS).

In Summary c it appears that—

Deficiencies.	14 schools have premises below the <i>minimum</i> requirement.
5	" have furniture " " "
28	" have supply of books " " "
49	" have apparatus " " "

and many others marked only *fair* or *very fair* in my reports, might yet in these respects be better provided.

Operation of Minutes of Council.

The operation of the Minutes of Council has been directly instrumental in effecting great improvement in school premises, first, by money grants for their erection or improvement; and, secondly, by annual grants being made dependent on their sufficiency.

I may state that the building plans are frequently complained of as too expensive, especially in *hewn work* and *bounding walls*; and there is often a feeling of hardship expressed when an old school-room, by the deficiency of a few inches in height, prevents a deserving teacher from receiving any benefit from the public purse.

Parish school premises.

The parish school architects of last century, and the early part of this, have left us but poor monuments of their skill and taste.

Act meagre and inexplicit as to school-room, &c.

The Act now in force is on this subject so meagre, that it provides no legal definition or distinct obligation whatever respecting the site of the school, its height, its size in proportion to number of scholars or population of parish, its light, its ventilation, its floor, or its fittings; and none respecting playground, apparatus, or offices. If a school-room is *standing and watertight*, it is, I believe, not clear that existing law contains further obligations respecting it.

Almost inoperative if school-room be standing and watertight.

Allows not more than two apart-

The Act is, indeed, specific on one point,—that the school-master's house contain *not more than two apartments*,—a pro-

vision, I am glad to say, now as frequently honoured by breach as by observance.

Indeed, I know very many cases, and their number is annually growing, where the heritors, regarding the Act as antiquated, have voluntarily and liberally provided premises in accordance with the wants of the population and the spirit of the time. Yet, as the Act affords so imperfect a standard to liberal heritors, and offers so convenient a shelter to those who may be illiberal or indifferent, it is time it were amended, to provide, in specific and well defined terms, for the sufficiency of parish school premises, fittings, and furnishings.

ments in-
dwelling-
house.

Regarded as
antiquated
by liberal
heritors.

A shelter to
the illiberal
or indiffer-
ent.

Ought to be
amended.

Regarding the commodiousness of schools erected with your Lordships' aid, I have heard but one opinion. They are becoming now, as was at first intended, each a model in its neighbourhood, and mainly thereby, a new era in school architecture is commenced. There are many unaided schools in my district built or building after these models; and I am now so frequently consulted by heritors and others seeking advice, but not aid, that I wish the "Organization Memorandum" were rendered more complete for this purpose, by the addition of a few *working plans* and *elevations* for schools of different sizes.

Schools
erected with
Government
aid.

New era in
school archi-
tecture be-
gun.

Books.

A considerable number of schools are yet deficient in respect of books, though that deficiency has been extensively removed by the liberality of the "book grants."

All persons applying for these grants seem to be now sufficiently aware that *they themselves*, and no others, are responsible for the *religious character* of the books they select. No one, well informed on the subject, doubts that this form of aid has been a great benefit to schools, and a great boon to poor men's children.

"Book
grants."

There are few more certain tests of a teacher's skill than the success with which he selects suitable reading-books for his various classes. The general tendency is to have them too difficult.

Reading-
books.

They are sometimes compiled without skilful graduation or adaptation to school uses. Not a few consist mainly of a promiscuous display of fragments from authors, difficult enough to tax the understandings of teachers, and little clearer than mysteries to ordinary school children. Sometimes a highest class is found groping its weary way among scientific lessons, without a scientific teacher or scientific apparatus.

Often ill
adapted to
school use.

In many books intended for young classes the language is too Latinized, too un-Saxon, too far removed from the familiar words of the mother tongue. Some first reading-

Too La-
tinized.

books are mainly composed of independent sentences, without continuity, connexion, or rational interest of any kind, and dreary disheartening work many a poor urchin finds them.

Books for advanced classes. Something required beyond an ordinary series of school books.

In advanced classes it is impossible to keep up the healthy stimulus that interest gives, and alone gives, without catering carefully for novelty and variety. The best school series of books becomes stale by constant repetition, and the books themselves are often too fragmentary to be interesting even on a first perusal.

Cheap editions of standard works, or self-complete portions of them.

Many teachers of the more intellectual sort look out now for cheap editions of standard works, or self-complete portions of them. But, amid all its wonderful labours in public instruction, the British press has not yet given us such a variety of this kind of books as many thousands of boys and girls from ten to fifteen years of age want in school at the present moment.

Cheap library of these needed.

I hope we may yet obtain quite a library of tiny volumes, various, interesting, self-complete, instructive without being offensively didactic, tending rather to invite than repel perusal, embracing the departments of man's knowledge, experience, and imagination, in prose or verse, at a few pence per volume.

Newspapers.

There appears no good reason why a respectable weekly newspaper might not be taken in by every elementary school.

School monotone.

I cannot help thinking that the monotone in most school reading is much owing to the fault of school books. Were children in the habit of reading, at school, books that they liked and understood, it seems impossible that they could succeed so frequently in depriving their reading of music and meaning.

Ultior aim of school reading-books.

Reading-books, moreover, should have an aim beyond immediate school uses. They miss their grand aim and use if they fail to impart a reading taste and habit that will last for life. Those who know the daily life of the labouring classes best, know how seldom a reading habit is kept up, and how often even the ability to read is almost entirely lost.

To acquire at school such an intelligent facility in reading as to make it a pleasure, and such a thirst for continued reading, as to constitute almost an instinct is one of the greatest benefits that a working man's child can derive from school attendance.

Apparatus.

Apparatus.

The large number of deficiencies under this head refer to maps or black-boards. Other appliances may be desirable, these are essential.

Maps.

There can be no effective school teaching of geography Maps. without a set of good maps; and though I have still occasionally to regret their absence, and oftener their deficiency, so much has been done to supply this want within the last few years, that I am satisfied there will soon be, in inspected schools, little room for regret.

Black-boards.

The deficiency is very much greater in black-boards. Their Black-boards proper size and construction I have had to explain to many school managers.

A small square patch of darkish wood, dangling on the wall above the fire, or behind the master's pulpit desk—betraying few fresh footsteps of recent chalk, or perhaps none, with no chalk to make them—cannot be accepted as qualified to fill the office of school black-board. That instrument, to be handy and useful, needs to be of ample size, four times as large as many of its present representatives. It should be on an easel, or better still in a standard frame, on its own legs in fact, clear of all obstruction, ready to face about, advance, or retreat on the shortest notice.

To give it fair play and utmost efficiency, it is necessary that the desks be parallel,—an arrangement becoming now every year more common.

IV.—EFFICIENCY OF TEACHERS.

All school managers that I meet are anxious that their schools be efficiently taught; and it cannot be questioned that denominational rivalry sometimes gives additional energy to their anxiety.

When a school is vacant, due precaution is generally taken to obtain the best available teacher.

Experience has taught double caution, when a parish school is vacant. The situation is permanent, and the retirement or superannuation of the incumbent is, under the existing law, so difficult to be effected, that schools must frequently be permitted to remain inefficient, and sometimes all but extinct, educationally, for many years.

In filling up vacant schools, an Inspector is frequently consulted, occasionally even by those who are opposed to your Lordships' plan of aid. The knowledge of this fact helps to recommend his suggestions in the course of inspection.

Certificates of Merit.

Examinations for certificate are exercising an elevating influence on education, extending far beyond the schools yet in receipt of aid.

Efficiency of teachers.

Anxiety of managers.

Their caution in appointing teachers.

Double caution in the case of parish schools. The reason.

Certificates of merit.

When people wish to speak disparagingly of these examinations, they call the previous preparations *cram*. It should be borne in mind, however, that such special preparation is the usual precursor of all examinations and public appearances whatsoever.

Great and increasing demand for certificated teachers.

There is a great and increasing demand for certificated teachers. For a considerable time before the last Christmas examination the demand had, in my district, far exceeded the supply; and, though the number of students that have just left our Normal schools be great, there will, I have no doubt, be a dearth of certificated teachers before next year.

Teachers who have had an university education.

In the counties of Aberdeen, Banff, and Moray (those in receipt of the Dick Bequest) the parish schoolmasters are generally men of university education, and are, as a body, superior to the average of their brethren, both in sound scholarship and the success with which they join middle-class education to the more elementary duties of their schools. It would seem that not fewer than about 100 of these, besides a considerable number in other parts of my district, have taken the degree of M.A.

Plea for waiving in their case the age restriction at examination for certificate.

Men of this class complain, with reason, that if they are below thirty-five years of age they are not now permitted to work the papers for the higher grades of certificate. This restriction as to age was introduced in 1854 (Circular of 29 July 1854), and I submit that it might, with justice and safety, be waived in the case of teachers who are twenty-one years of age and have studied four years at an University:

First, because such course of study may be accepted as equivalent to a full course at a normal training college;

Secondly, because the examination papers now test each candidate's knowledge of methods; and

Thirdly, because the grade of certificate is not fixed now till after a probation of two years in the independent charge of an inspected school.

Pupil-teachers.

Pupil-teachers. Their effect on teachers.

The daily work in many an elementary school is too humble to give healthy exercise for the advanced attainments of well-educated teachers, or to stimulate fresh study in the imperfectly educated. To both classes, pupil teachers have been a great benefit in this way, and from the former class they have gained proportionally themselves. Masters, who are good Latin and Greek scholars, and perhaps know a modern language besides their own, are not satisfied with bringing their pupil-teachers up to the requirements of the broad sheet. They take a personal pleasure and pride in teaching their young friends these languages, frequently to an advanced stage.

Misapprehension respecting the instruction and employment of pupil-teachers is not uncommon. The twofold character of a *pupil-teacher* is not always sufficiently understood. Misapprehension respecting their instruction and employment.

When under the private instruction of the master, his position is simply that of a pupil. In school, he bears the double relation of *teacher* to the *scholars* and *pupil* to the *master*.

As *superior* to the scholars, he should never prepare his own lessons in their presence or be taught in the same class with them; he ought to be employed in *teaching* during all the school hours, yet never exercise severity or inflict corporal punishment.

In his inferior capacity, he is the master's pupil in all school methods and operations; yet his coadjutor, whose position must be recognized, who must not be treated harshly, much less receive a blow.

As a body, pupil-teachers are, with remarkably few exceptions, well behaved, and earnest in their work. They constitute, in the bulk, at least a moiety of the teaching power in their schools. Their effect on schools

V.—ORGANIZATION.

There are few of the teachers that are not trying, with what ability and success soever, to improve their schools as regards classification of scholars, and their continued employment. Organization.

The frequently alleged, and I believe, real obstacles are not few; such as,— Obstacles.

- Deficiency of room.
- „ of desks.
- „ of maps.
- „ of black-boards.
- „ and variety of books.

Fees per branch.

Irregularity of attendance.

Inequality of ability.

Old scholars for winter quarter.

Objection of parents to particular branches, &c., &c.

Yet, looking at the gradual disappearance of the *material* obstacles, and the growing sense of the advantages of organization, I do not despair of seeing it improved in a number of schools.

Infants might often be taught in larger classes, and geography and grammar might coincide with reading, if the class-questions were judiciously adapted to the various capacities of the children. Possible improvements.

In some schools arithmetic can scarcely be said to be organized at all, being learned from the book individually; and in such cases I invariably find miserable failure in the simplest elementary principles.

To provide scholars, old and young, with continued employment in their seats is no easy task, especially when a teacher has no assistant; but, as an essential part of good organization, and one of the best means for preserving good discipline, it deserves more attention than it sometimes gets. The most skilful and attentive school-keepers find that it taxes their invention, and only the least skilful or the most indifferent neglect it.

I can remember no school in which there is not a very distinct resemblance between the organization and the discipline, and none where other tests of school-keeping do not bear direct analogy to these.

A good time-table invariably accompanies good organization.

VI.—METHODS.

Methods in general.

It does not seem possible or even desirable that all teachers should follow exactly the same methods. This would presuppose the sameness of mental qualities and mental culture in all teachers, the sameness of circumstances in all schools, and the immutability of present school methods.

No doubt it is most desirable that teachers make themselves acquainted with the best methods, or those regarded for the time as best; but beyond this each must experiment for himself.

I owe a special acknowledgment to teachers, not only in my present field of inspection, but throughout Scotland, for the candor with which they have asked or received such hints as my experience afforded, and the honesty with which they have tried them. Young teachers are naturally the most impressible, and the most anxious to be furnished with effective arms for the opening battle of professional life.

Young men passing directly from the University to the charge of parish schools.

In my district a large number of young men pass directly from the University to the charge of parish schools, and I only record an opinion which I have heard some of the most intelligent of themselves express, when I say that, before entering on school charges, a short attendance at the model school department of a Normal training college for the study of methods would be of great advantage to them. To observant and well-educated men a week or two would be quite sufficient.

Need of a Normal training college at Aberdeen.

The convenience of the North would, with this view, be best consulted by the establishment of a training college at Aberdeen, or by the addition of a model school to the Aberdeen University.

Simultaneous Method.

Except in infant schools and infant classes, I do not find much of the purely simultaneous method. It is occasionally employed in junior reading-classes, for *reading* only; and sometimes a teacher, forgetting to graduate his questions and to reflect that the *foot* of his class needs teaching most, seeks answers too exclusively from the *top*. Generally, however, a mixed method is employed, keeping up the attention of the whole class, and testing the attainments of each member of it.

Comparing my own experience with Rev. W. H. Brookfield's and Mr. Laurie's reports in last year's Minutes, it seems quite clear that the purely simultaneous method—the purer the more fallacious—is far more generally practised now in England than it is in Scotland, its birthplace.

Dr. Woodford, during nine years, has done much to confine its operation within wholesome bounds, and for seven my endeavours have been in the same direction.

Religious Knowledge.

The authorized version of the Bible is read in all schools that I visit, and the Shorter Catechism is learned by nearly all Presbyterian children (not by others) that are able to read. In this respect I find no difference between Established Church schools and those that have no distinct ecclesiastical connexion; nor am I aware of any exception to the toleration which permits children of all denominations to attend school without offence to their religious belief.

Church schools are frequently attended by a majority of dissenting children, sometimes even entirely by them. Roman Catholic children sometimes form a considerable proportion of the attendants; in one school the majority.

In Church schools I seldom fail to have the kind co-operation of the parish ministers in testing the religious knowledge. They are zealously solicitous, not only for the efficiency of this branch, but for the general efficiency of the schools under their superintendence.

The beneficial operation of Sabbath schools is widely acknowledged.

In many schools of the more advanced class systematic instruction in the history, geography, and chronology of the Bible is introduced, and I look for the spread of this kind of instruction.

Geography.

Wherever there is a sufficient supply of good maps, geography is generally well taught, and rendered interesting by the variety of exciting and suggestive information that

naturally clusters round it. Teachers are, for the most part, acquainted with good manuals. The branch is a great favourite with school children, and my only regret is, that, by *fees per branch*, it is sometimes restricted to a small portion of them. Map-drawing is introduced in many schools. I hope it may soon be in all.

Better than it could be in the last generation. The last generation had no such maps and manuals and geography-teaching, even in their highest schools, as we now have in many of our humblest.

Grammar.

Grammar. Great improvement in parsing and analysis. In teaching grammar great improvement is going on. Reason is superseding rote work. Parsing is now seldom attempted, without an effort to associate the grammatical connexion of the words with the sense of the passage. In many schools the study is necessarily elementary, but in most it is now pursued on right principles.

It is but just to acknowledge how much of this is due to Dr. Woodford's inspections and reports, and to Mr. Morell's *Grammar and Analysis*.

Practical suggestions. In order, however, to make grammar of practical use, something more is necessary than even the perfection of parsing and analysis.

The teacher who aims at making his pupils able to speak and write correct English, (and without this aim and end grammar is of little use) must be careful to *speak* correctly before his pupils, and needs to be always on his guard, not only against the grosser grammatical errors peculiar to his country or birthplace, but even more against those idiomatic counterfeits so often passed for sterling English. He should also study the errors prevalent in his school district, and never allow them to pass current among his scholars. If he can eradicate the native errors, he need not fear the exotic.

In the practical aspects of grammar-teaching much remains to be done in my district.

Arithmetic.

Arithmetic. Imperfection of method. Apparent cause. There is much imperfection in the method of teaching arithmetic in many schools.

The cause seems to lie generally in taking for granted what needs to be carefully explained, and skilfully illustrated on the black-board.

Numeration, notation, and the fundamental principles of the four simple rules cannot in school-keeping be safely left to instinct or the chance of individual discovery.

The deficiencies that are found in more advanced rules may generally be traced to imperfect comprehension of these elementary ones.

Candidates for apprenticeship are very frequently deficient in this respect. At one of my collective examinations last year, of 20 such candidates, from schools too of good name, only three succeeded in solving the following question :—

“ What is the difference between *ten millions five thousand and forty*, and *sixty-nine thousand and fifty-six* ? ”

Writing.

Ability to write large and middle text at least fairly should precede the beginning of small hand, which should never be very small or very angular, and large text should form a frequent exercise, even at the most advanced stages of school writing.

Steel pens are almost universally used, and, in many of the poorer class of schools, they are so miserably inflexible and bad, that it is impossible to write a clear round hand with them.

Poor men's children have often to write with *waste* pens, sold by the manufacturers as old metal, and retailed cheaply, at hundreds per cent. of profit.

Writing on Slates.

No modern method is more valuable than this one, and none which, with the aid of a good black-board, can be turned to a greater variety of school uses.

Considerable success has attended my endeavours to spread slate writing in schools, and the effects of its practice have always been very satisfactory, both on attainments and discipline.

Teachers going to see the methods employed by their brethren is a practice I cannot too strongly recommend. Indeed, I wish they had more frequent opportunities of doing so, for I regard the fact as full of hope, that teachers of the present day, as distinguished from those of the older type, are inquiring men ; less jealous, less self-sufficient, more ready to borrow and lend methods, and more anxious to know and try the latest improvements.

VII.—DISCIPLINE.

In schools inspected last year, the discipline may be tabulated as,—

	No. of Departments.
Excellent in	10
Very good in	65
Good in	103
Very fair in	16
Fair or pretty fair in	17
Moderate or bad in	4

Those marked *excellent* were all admirable, not only for the quiet and decorum of the children, but for their cheerfulness, alacrity, self-possession, and affectionate desire to please their teachers. Those marked *very good* were all distinguished for the same qualities, in a slightly lower degree of perfection. Those marked *good* were all satisfactory in order, attention, and the apparent absence of undue severity. The others, comparatively few, were in various degrees deficient: in such ways as talking in seats, or noise and debate in taking class places, or open severity on the part of the master, or uproar in his absence, with dead silence and dogged faces in his presence, &c.

Mode of
testing it.

Mere silence in a school may be produced by the most unskilful treatment of the scholars. The practised eye (the eye is a better judge of school discipline than the ear) inquires for signs of a right understanding between teacher and pupils, for the cheerful smile, the independent yet respectful bearing, the open honest look, the ready obedience, the regularity and ease of class evolution, the sustained attention, the ardent glance that seeks approval, and the kindly glance that gives it.

These visible signs of good discipline I have never found fallacious.

Humane
change in
school dis-
cipline.

A great and humane change has taken place in the public mind respecting punishments in general, and that change has affected schools most beneficially.

Corporal punishment, till a comparatively recent time, was inflicted with a frequency and an excess that the crudest teacher would now scarcely own or venture to practise.

Humanity has sought, and happily found, not only other ways of correcting school-boy offences and short-comings, but what is of much greater value, many ways of preventing them.

I have the honor to be, &c.

D. MIDDLETON.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1858, on the Schools in SCOTLAND not connected with the ESTABLISHED CHURCH, inspected by Her Majesty's Inspector of Schools, JAMES CUMMING, Esq., LL.D., and by Her Majesty's Assistant Inspector of Schools, DANIEL SCRYMGEOUR, Esq.

MY LORDS,

FROM the summary of the tabulated reports it appears that 218 institutions under separate management, comprehending 250 schools under distinct teachers, have been visited during the year. But it is necessary to observe that this is exclusive of the schools inspected by Mr. Wilson previously to his appointment to the charge of a separate district. These schools having occupied his time from the 1st of October to the 1st of March, are included in the summary of his work to which I must refer for an account of them. Schools inspected.

It is interesting to observe that of the 218 institutions now mentioned only 17 were simple inspection cases. The rest were all receiving annual grants, and with a small and constantly diminishing number of exceptions, they are under certificated teachers, the number of these teachers being 221 to the 250 schools. Assuming, what I believe is the fact, that the simple inspection cases are all single schools, it will follow that there are 221 certificated teachers in 233 schools receiving annual grants, the remaining 12 being under registered teachers, or allowed to retain pupil-teachers on the understanding that the teacher is to appear at the annual examination for certificates of merit. Considering that this is the result of a gradual change from a state of matters that existed not many years ago, when the majority of the masters to whom pupil-teachers were apprenticed, were uncertificated, it shows a most satisfactory approximation to the desired condition of the school system when a certificate shall be indispensable in the masters of the pupil-apprentices. Certificated teachers.

In the great majority of instances the school is connected with a congregation, and is superintended by the minister and others who hold office with him in the church, and the superintendence is generally of a mild and friendly kind. I have always found the managers willing to do what was in their power to promote the efficiency of the school. But in some cases their power was limited by the extent of their own means. Management.

In estimating the sums contributed for the support of schools, there is room for some inaccuracy of statement in the Statements of finance.

tabulated reports, in consequence of the distinction between voluntary contributions and money derived "from other sources." In ascertaining whether the pecuniary conditions are fulfilled on which a master is entitled to augmentation, the sums contained under both of these heads in the report on his school are classed together, I believe, as voluntary contributions, at least when the money "from other sources" comes, as it almost always does, from a central common fund. When consulted on the subject, I have always directed the entry under the head of "voluntary contributions" to be filled up with the amount of *local* subscriptions or collections, and the sums from the central fund to be stated under the head of "other sources," referring in the note to the source from which they are drawn. But I rather think that the column of voluntary contributions is sometimes made to embrace both, and thus the sum under that head bears a larger proportion to the other than it would do were the plan which I recommend universally adopted. In most of the schools, at least in rural districts, the sum from the central fund is the nucleus of the provision (exclusive of school fees) for the master, and the great object, when the services of a certificated master can be obtained, is to add as much to that sum as will enable him to draw his augmentation, besides of course defraying the other unavoidable expenses of the school. Where the bulk of the population are in humble circumstances this addition is made with difficulty, not always on account of the poverty of the people, but from the idea that the school-fees are the teacher's proper wages, and from the want of inclination to see him occupy a more favourable position than themselves. This, of course, is a very short-sighted view, the tendency of it being to lower the condition, and, consequently, the qualifications of the master, and the quality of the education; and it would be well, therefore, if persons of more enlarged views and means were to give special attention to this way of doing good. For want of a pound or two, the augmentation may be lost, for want of the augmentation the master may be lost, and for want of a proper master the school, if not absolutely lost, may be handed over to the care of one whose resources are otherwise so limited that he must be content to subsist on 20*l.* a year.

On the other hand, by guaranteeing a few pounds in addition to the amount received from the central fund, the augmentation may be secured, and books and maps at a reduced rate provided for the efficiency of the school.

The good that may be done in this way is more apparent from year to year. There has been an advancement, not very

rapid, but very steady, in regard to furniture and apparatus ; and, in general, there seems a disposition to meet, as far as possible, the requirements of the Committee of Council. This cannot always be immediately done, and I would, therefore, suggest very humbly, that when new changes of system appear to the Committee to be desirable, care should be taken to prevent them from being precipitately enforced. In considering this subject, it should not be forgotten that Scotland, though the poorer country, has hitherto been excluded from a participation in the capitation grants which, whatever their general influence may be, have lightened the responsibilities* of school managers in England.

In regard to the teachers, I am glad to bear testimony to their conscientiousness in the discharge of their duties, and their general good character as a body. There are necessarily among them considerable varieties of talent and energy. But the average standard is highly respectable, and I have often, in individual cases, had the pleasure of hearing a strong assurance, given by the clergymen with whom they were connected, as to the benefit of their moral influence, in strengthening the hands and facilitating the labours of the minister. In speaking of their efficiency, however, in such a report as the present, there is no topic which has more impressed my own mind, during the past year, than the working of the pupil-teacher system in their hands ; and as it appears to me, that under this head there is room, both for censure and for commendation, I beg to be allowed to speak somewhat fully upon it.

On the general working of this system it is well known that various opinions have been expressed. The great objection is founded on the circumstance, that of the thousands that are apprenticed a large proportion never enter the training school. Of those who do enter, a certain part fail in carrying certificates, and even of certificated students a considerable number are not employed in the service for which their training was designed to qualify them, namely, as teachers in common public schools. The objection is deserving of serious consideration, and has received it without reference to the exaggerations which have accompanied the statement of it.* But passing for the present the means which have

Teachers
and pupil-
teachers.

* The strongest attack that has been made on the system of late, so far as I know, is contained in a pamphlet "On the State of our Educational Enterprises," by the Rev. William Fraser, Paisley. The author is entitled to be heard with much respect, both from his personal and official character, and from his experience in school matters ; and the pamphlet contains a considerable amount of valuable information. I cannot but think, however, that a prejudice against the pupil-

been or may be employed for producing a greater proportion of certificated teachers from the number of apprenticed pupil-teachers, I would inquire how far the services of the pupil-teachers, as such, are or may be made worth the money that is spent in their training; for it is not to be admitted that when an apprentice abandons the employment of a teacher the money given him as a stipend has been thrown away. In some cases, perhaps in many, the services which he has rendered at the close of his apprenticeship are an equivalent for all that has been spent upon him; and they have been rendered for the desired and appropriate objects, the improvement and efficiency of the common school. In other cases they *might* be made an equivalent, and whether they *shall* be so depends very much on the principal teacher.

The pupil-teacher may be employed as the *substitute* of the master, or he may be employed as his *intelligent instrument*, and it is very much as the one or the other of these characters predominates that his efficiency and usefulness will be little or great. If the master hands over the substantial instruction of a class to the pupil-teacher, reserving to himself only an occasional and languid oversight, the training both of pupils and pupil-teachers is neglected. I have been sometimes—not often—disappointed and vexed when, on asking the master some question regarding the lessons of a class, which he ought to have been able at once to answer, I found that he had to receive information from the pupil-teacher. In our best schools, whatever may be the number of the pupil-teachers, the presence and influence of the head-master are continually and universally felt over the school. The lessons given by the apprentice are directed by the master, and constantly tested by him. What is committed to the boy is regulated by a regard to his powers and attainments, and his deficiencies are corrected or supplied by the master's revision, while on the highest subjects the moral influence of the master supersedes

teacher system has led him into some curious mistakes. For example, in estimating the number of apprentices that have failed to become teachers, and the expense connected with their training, he assumes that the whole of those who have died or retired in consequence of bad health, or been rejected or withdrawn in consequence of incompetency or other causes, had, before these several events, *completed* their apprenticeship, and cost the country 90*l* each. As the number specified under these heads in the statement to which he refers (7 June 1855, Minutes of 1855-6, page 141) is 1,625, he concludes that a sum of 146,250*l* had been thrown away upon them. It might have occurred that pupil-teachers are liable to die or to be removed at all periods of their apprenticeship, and that, therefore, one-half of the sum referred to would have probably been nearer the mark. Indeed, even this is too high an estimate, since the pupil-teacher who is removed in the middle of his apprenticeship loses the *higher* payments of the later years, and receives only the smaller ones belonging to the earlier.

that of his apprentice. In the earlier years little, except what is done by rote, can be entrusted to him, and probably the value of his services is small, and they are cheaply required. If he has been well trained, his value in the last two years should be fully worth all that he receives; and if after that he should desert the profession entirely, it would still be inaccurate to say that his wages have been lost. A school of a hundred pupils, with two well managed pupil-teachers, should be more efficient than it is possible for the master alone to make it, and if only a moiety of the apprentices should become masters of common schools I cannot think the public money has been misapplied. In still larger schools the labour of assistant masters—some of them certificated—is employed along with that of the apprentices; and if any one will mark the results in such schools as that named from the Rev. Dr. Andrew Thomson in Edinburgh, or the South Parish Free Church school in Aberdeen, he may see how pupil-teachers may be both handled and trained, by an intelligent and skilful master, for the working of seminaries in which 300, or 400, or 500 children are instructed.

By a reference to the tabulated reports it will be seen that in the schools inspected on account of annual grants thirty per cent. of the children have been more than three years at school, and about thirty-eight per cent. are above the age of ten years. These numbers will, I believe, afford grounds for a favourable opinion as to the average attainments of the scholars. My own attention has been directed to the same subject in a somewhat different manner—by considering what proportions have at the times of inspection been reading books of general knowledge, and have been learning geography. In a large proportion of the schools, the books used for purposes of general knowledge are McCulloch's Series of Lessons and Course of Reading, and wherever I have found a class reading either of these works fluently, and accustomed to be examined upon it, I have set it down as belonging to this higher division. I have had more difficulty where the Irish Third Book is used, for I find it frequently employed as a book of easy narratives only. In other cases, however, where the pupils had gone through a large part of the book, and stood an examination on the subjects contained in it, I have placed them in the same division as those who read the Series of Lessons. There are other books also occasionally met with in schools which have to be regarded in the same way; the pupil's standing must be judged of not so much by the book in his hands, as by the way in which he uses it.

Employing a criterion of this sort I find that in 154 schools which I visited personally, exclusive of normal, infant, and refor-

Scholars
and their
attain-
ments.

matory institutions, there were 13,139 pupils, and that of these 6,722 were reading books of general knowledge, and 6,108 were learning geography. It may therefore be stated generally, that in these schools one-half of the scholars are in the more advanced classes. The extent of geography learned in different schools is, of course, very different. In a large proportion of the schools little can be expected beyond a detailed knowledge of Great Britain, and perhaps of Palestine, a general knowledge of Europe, and the outlines of the World. In some the knowledge of European geography is more minute, and in the best schools an extensive acquaintance with all the continents may be found in the highest class. But even where the range is limited, it is satisfactory to see so large a number engaged in the study, for there is no subject, perhaps, which can be so well employed by a moderately competent teacher for enlarging the minds and the information of his pupils.

On the whole, the schools which I have visited appear to be in an improving condition. This general character applies to their organization, methods, and discipline; but there seems no marked change in these respects to call for more special observation.

I have the honor to be, &c.

JAMES CUMMING.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1858, by Her Majesty's
Inspector of Schools, CHARLES E. WILSON, Esq., M.A., on
the Schools, not connected with the ESTABLISHED CHURCH,
inspected by him in the WEST of SCOTLAND.

MY LORDS,

January 1859.

BETWEEN the 1st of March, the date at which I took actual charge of my district, and the close of the official year, I inspected 111 institutions, comprehending 139 departments under separate masters,* in the counties of Lanark, Renfrew, Ayr, Bute, Dumbarton, Argyll, and the Western Isles. These counties form the larger part of the Western district, and include the more important institutions; but there are not a few schools of high character in the counties of Dumfries, Kirkcudbright, and Wigtown, which fall to be visited in October and November, and cannot, therefore, be embraced in the present report. Within the same period I held six collective examinations of pupil-teachers and candidates for apprenticeship, and revised and reported on the written exercises.

The number of children present on the days of inspection will be found in the General Summaries (Table No. IX.), with the other statistics, &c. connected with the schools.

PECULIAR DIFFICULTIES OF A PART OF THE WESTERN
DISTRICT.

In the county of Argyll and in the Western Isles, where distances from a common centre are great, and the means of travelling difficult and expensive, I never feel myself warranted in holding collective examinations of pupil-teachers. It thus not unfrequently happens that several days are necessarily spent on a small school with a single pupil-teacher. In estimating the work done by an Inspector in a district of this description, regard must, therefore, be had as much to the situation of the schools, and the means of travelling, as to the number of schools inspected.

* Between the 1st of October 1857 and the end of February 1858, and while acting as Assistant Inspector in the district of my colleague, Dr. Cumming, I inspected 85 institutions, or 107 schools under separate masters. These, added to the number inspected in my own district, give a total of 196 institutions, comprehending 246 schools under separate teachers. The statistics, &c. will be found in the General Summaries.

PERIODS AT WHICH SCHOOLS ARE INSPECTED.

Periods at
which
schools are
inspected.

Considerable changes were necessary in arranging the timetable of my district. These have now been completed, with the consent of your Lordships, and the concurrence of the Managers of schools, and are as follows :—

Lanark	-	-	-	-	February and March.
Renfrew, Bute, and Ayr	-	-	-	-	April and May.
Dumbarton and part of Argyll	-	-	-	-	June.
The rest of Argyll and the Western Isles	-	-	-	-	July and August.
Vacation	-	-	-	-	September, &c.
Dumfries	-	-	-	-	October.
Kirkeudbright and Wigtown	-	-	-	-	November.
General Report, Christmas Examinations, and Revision of Papers, &c.	-	-	-	-	December and January.

SCHOOL PREMISES.

School
premises.

With a few exceptions in the Western Isles, the school buildings are comfortable, commodious, and generally well adapted for the work for which they have been erected. The improvement has been gradual, and may be traced to the sound and liberal views on the subject of school economics, from time to time, published in the Minutes of the Committee of Council.

The Parochial School Act enjoins that the schoolmaster's house shall consist of not more than two apartments, including the kitchen, a maximum, so far as I know, now rarely, if ever, insisted on ; and only mentioned here to show, by contrast, the addition that has meantime been made to the comfort and convenience of the master's residence.

PLAYGROUNDS.

Play-
grounds.

The playground or uncovered school-room forms a necessary part of the school. In rural districts, where the children live more in the pure open air, and, in their daily walk to and from school, enjoy opportunities of healthy exercise unknown to the city child, a large playground is not so essential, as in our populous towns, where the pupils, once outside the school-gate, have only the crowded street or the confined alley as their playground and place of exercise.

Much has been done, of late years, to remedy this defect, but the high price of ground, and the extreme difficulty (my remarks refer principally to Glasgow) of getting a space sufficiently large for the purpose, have, I fear, indefinitely postponed this important addition to the schools, in those very cases, where the want is most sensibly felt.

SCHOOL FURNITURE.

Most of the schools in connexion with the Free Church were erected prior to 1848, the date at which the Minutes of 1846 were formally introduced into Scotland. At that time, desks ranged along the walls, a great improvement on the old double desk, were recommended as the best arrangement, an open area being thus left in the centre of the room for the general work of the school. However objectionable this form of desk may be in large town or even village schools, where the boys are naturally more difficult to manage, experience has shown that it may be used, with a certain propriety, in rural districts, where the children are more docile, and not so apt to take advantage of their position to trifle or annoy their neighbours. I therefore suggest, that in country schools where this arrangement exists, and could not, from the form of the school-room, be altered without a greater expense than the Managers are, in most cases, able to bear, it may be allowed to remain, so long as Her Majesty's Inspector reports that it does not interfere with the efficient conduct of the school.

School furniture.

GENERAL PROGRESS OF EDUCATION IN SCOTLAND DURING THE LAST TWENTY YEARS.

It would be hard to imagine anything more entirely different from the state of things in many of the elementary schools of Scotland in 1838, than the condition in which we now find them in 1859.

General progress of education in Scotland during the last twenty years.

Almost every expectation, which the more intelligent could then have fairly entertained, has been fully realized. Instead of schools barely affording comfortable sitting-room for the pupils, we have now spacious, and, in many cases, handsome premises; instead of no convenience outside the school, we have now most of those conveniences necessary for the health and comfort of the children; instead of *one* master painfully conscious of his inability to overtake a tithe of what he feels should be done, we have now, if not a teacher for each branch, at least, such a division of labour as leaves little to be desired in this respect; instead of the want of suitable lesson-books, then not uncommon even in the better class of schools, we have now the best and most approved reading-books; instead of a few soiled and tattered maps, only brought forward at lesson-time, to be again thrust back into their old dusty corner, we have now sets of accurate and well-executed maps; instead of a few of the more advanced pupils in the classes

for grammar and geography, we have now these important branches entering, more or less, into the instruction of all pupils above nine years of age.

PROGRESS OF SCHOOLS IN WESTERN DISTRICT.

Progress of
schools in
Western dis-
trict.

In my district there can be no common standard of excellence, without doing manifest injustice to a large and very useful class of schools. Were I to apply the same test to a school in Skye or Uist, which I apply to one in Lanark or Ayr, and, by an unfavourable notice, to brand it as inefficient, I would subject myself, and justly, to the imputation of acting in an arbitrary manner, and without that judgment and discretion, which the Public have a right to expect in one charged with duties so important.

Keeping then this distinction in view, it affords me much pleasure to be able to speak in favourable terms of the state of elementary education in my district. In 103 schools the teachers are certificated, while in the others the Managers, fully alive to the value of a trained master, are only prevented from securing his services by their inability to meet the requirements of the Committee of Council. The extension of the Capitation grants to Scotland would remove this barrier.

Irregular
attendance
of children,
and their
early with-
drawal from
school.

On the irregular attendance of children and their early withdrawal from school, it may suffice to remark, that the evil still exists, the result, not so much of the poverty, as of the callous indifference of many parents.

Attainments
of children.

ATTAINMENTS OF CHILDREN.

Religious Knowledge.

Religious
knowledge.

This may be considered the centre of our educational system in Scotland, and any proposal for a national system has generally found favour with the Public, in proportion to the prominence given to the subject. Indeed, any system of schools, not based on such a principle, and furnished with appliances merely for the bare intellectual wants of the children of the labouring poor, could never thoroughly enlist the sympathies or supply the educational wants of the country. In all the schools of my district, the most ample provision is made for the religious and moral training of the pupils, and it has ever been the most pleasing part of my official duty to assist in the examination of this department, and to note, from year to year, the steady advance of the children in that knowledge, which alone maketh wise unto salvation.

Reading.

With regard to reading, I regret that I cannot speak so favourably. In not a few schools the children read with taste and expression, but in far the larger number the reading is, in many respects, defective. This arises, not so much from inability either on the part of the master or the pupil, as from causes, over which neither has any control. In a large school, where several classes are necessarily going on at the same time, the noise, even where the mechanical arrangements are the most perfect, is such, as to render speaking in a loud and constrained key absolutely necessary; this is fatal to expressive reading; accuracy and fluency, in these circumstances, may be, and generally are attained, but taste and expression rarely, if ever.

Writing and Arithmetic.

In relative importance, these subjects rank next after religious instruction and reading, and, I am happy to say, receive that amount of time and attention, to which they are justly entitled.

There are few schools in which writing is not taught fairly, in many it is well taught, and in some remarkably well.

In arithmetic the black-board is now more freely and skilfully used in explaining the various processes, and the pupils, as might naturally be expected, show a more intimate knowledge of the theory, and greater expertness and accuracy in practice.

PUPIL-TEACHERS.

Upon the whole this year has been one of progress. Here and there, it is true, a pupil-teacher has failed to reach, in some branches, the minimum standard of merit; two have been obliged to retire from ill health, three have broken their indentures, and two, at the end of the fifth year, have forfeited their stipends for bad examinations. In the last case they had resolved to quit the profession, and seem to have become careless and negligent in the performance of many of the duties incumbent on them as apprentices. It is to be hoped that the decision of your Lordships, which I have been authorized to make generally known, may act as a salutary warning. Of the thirty, who successfully completed their apprenticeship, twenty-six have just obtained Queen's scholarships (seven of the first and nineteen of the second class), and give very fair promise indeed of becoming good teachers and valuable members of society.

NEW BROAD SHEET.

*Religious Instruction.*Religious
instruction.

The following scheme has been drawn up for the guidance of masters in preparing their pupil-teachers for examination, in the respective years of their apprenticeship.

SUBJECTS in which Pupil-teachers are to be examined in the respective Years of their Apprenticeship.

—	Old Testament.	New Testament.	Catechism.
Candidates	To the death of Joseph	Facts connected with the birth, death, and resurrection of Christ.	The Text of the Catechism.
End of 1st year	" " Moses	St. Matthew	Q. 1 to 19 with proofs.
" 2nd "	" " Saul	St. Mark and St. Luke	Q. 20 to 33 "
" 3rd "	" " Rehoboam	Miracles of our Saviour, and the Acts of the Apostles.	Q. 39 to 83 "
" 4th "	To the Captivity of the Ten Tribes.	St. John, and the Discourses of our Lord.	Q. 84 to end "
" 5th "	Captivity and Restoration of the Jews, with references to the Prophecies.	The Writings of the Apostles	Catechism, with proofs.

Latin.

Latin.

The Free Church school, formed on the model of the Parish school, was intended to provide a sound education in English, and, at least, the rudiments of Latin, to the inhabitants of a district, without distinction of rich and poor. In so far, it is different from the school for the children of the labouring poor in England, and could not be entirely assimilated to it, without doing a certain violence to what is justly considered to be the spirit of the educational system of Scotland. And the reason is obvious. From the time of the Reformation, the common or primary school has been intimately connected with the University, in fact, a sort of outer hall or vestibule, the students, in many cases, passing direct from the one to the other.

It is, therefore, of importance that the master should be able to give, at least, elementary instruction in Latin to the limited number of pupils, who usually apply for this branch, a number rarely so large as to interfere materially with the general work of the school. The question now arises, how far the present course of instruction in Latin, prescribed for pupil-teachers in the common school and for Queen's scholars in the Training College, prepares them for the efficient discharge of such duties.

In the New Broad Sheet, Latin is introduced, at the fourth year, as an alternative for grammar, but to be really effective,

it should, in Scotland, be taken at an earlier stage and made imperative, and not a mere alternative for an equally important subject, which should itself remain an integral part of the prescribed course. A pupil-teacher would thus enter the Training College with such an elementary knowledge as to admit of his joining with advantage the classes for Latin. These have always been conducted with a view to the attainments required in the master of a common school, and, on the principle, that entering students had mastered the rudiments of Latin grammar, and were able to read and construe a chapter in Cæsar, or a sentence in Cornelius Nepos, or any other easy author. This is not much, and might readily be acquired by a diligent pupil-teacher during the last three years of his apprenticeship, and in addition to the other subjects specified in the New Broad Sheet, none of which should, in my opinion, be omitted even for a single year.

I have entered thus minutely into the subject, as I find a growing desire among the Managers of schools to give a decided preference to masters, whose certificates show that they possess a competent knowledge of Latin, indeed, in some quarters, a master, without this testimony in his favour, would be ineligible.

REFORMATORIES.

In the course of the year, I have visited the reformatories in Glasgow, Dumfries, and Ayr. In Glasgow and Ayr the accommodation is excellent, and in Dumfries the Managers, having now acquired the necessary ground, propose to make such alterations and additions, as are needed to render the present buildings more suitable for the requirements of the establishment. The time, which I could devote to the inspection of these interesting institutions, was barely sufficient to enable me to examine the scholastic department, and (more particularly in the case of Duke Street reformatory, Glasgow,) to check the various items of expenditure for raw material, &c. I hope, however, to be able, at next visit, to give that amount of time to the inspection which its importance demands.

In all of them, the inmates showed a proficiency in reading, writing, arithmetic, grammar, and geography very creditable in the circumstances, and considering the previous character and condition of the children. But what appeared to me far more important was the evident success which had attended the religious and moral training, upon which mainly, I might say, almost wholly depends that, which is the true function of such institutions, the permanent reformation of the juvenile delinquent.

I state, on the authority of the Rev. Archibald M'Callum, the excellent governor of the Duke Street reformatory, that it has been satisfactorily ascertained that 85 per cent. of those leaving that institution become honest and useful members of society. A result so encouraging shows what may be fairly expected, when reformatories and industrial schools bear a somewhat juster proportion to the thousands of children neglected, steeped in poverty and vice, and fast sinking into a state of semi-barbarism, that now swarm in the closes and wynds of our larger towns and cities.

I have the honor to be, &c.

CHARLES E. WILSON.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1858, by Her Majesty's
Inspector of Schools, the Rev. THOMAS WILKINSON, A.M.,
&c., on the EPISCOPAL CHURCH SCHOOLS inspected by him
in SCOTLAND.

MY LORDS,

THE dioceses of the Scottish Episcopal Church are as follows, viz. :—

Aberdeen.
St. Andrew's, Dunkeld, and Dunblane.
Argyll and the Isles.
Brechin.
Edinburgh.
Glasgow and Galloway.
Moray and Ross.

And they contain 119 separate schools, in 101 establishments, 151 pupil-teachers, and 68 certificated teachers. Of the 119 schools 67 possess pupil-teachers.

The work of inspection has been apportioned according to the following scheme :—

Diocese.	Date of Inspection.	Date of Indenture of Apprenticeship.
St. Andrew's, &c., and Edinburgh -	January, February, March	1 March.
Aberdeen and Brechin -	April, May, June -	1 June.
Argyll, &c., and Moray and Ross -	July, August, September -	1 September.
Glasgow and Galloway -	October, November, December.	1 December.

The above arrangement was submitted to and approved by the Bishops, and subsequently sanctioned by your Lordships. It has been found to meet the convenience of the several schools throughout the country, and to give general satisfaction.

My attention has been directed to the following points, and, generally, in the order here given, viz.,—

1. Buildings, desks, furniture, playground.
2. Books.
3. Apparatus.
4. Organization and methods.
5. Discipline.
6. Instruction, in the following subjects :—
 1. Scriptural knowledge.
 2. Church catechism.
 3. Reading.
 4. Spelling and meaning of words.
 5. English grammar.
 6. Writing.
 7. Arithmetic.
 8. Geography.
 9. History.
 10. Mathematics.
 11. Latin.
 12. Music.

Such wide differences exist between the various districts, and even the various localities of the same district, that no general opinion can be formed on data that are universally applicable. I therefore proceed to make a few observations on the general character of education as I find it established in each of the dioceses of the Scottish Episcopal Church.

DIocese of ABERDEEN.

In this diocese there are 26 schools under inspection, having 13 certificated teachers and 17 apprentices. Of these teachers, some are in charge of schools in Aberdeen, Peterhead, Fraserburgh, Cruden, Inverury, New Pitsligo, Fyvie; while others are engaged in schools in the country parishes. In the whole of these schools I am happy in being able to report a decided improvement; in some a slow one, but the advance is very evident.

The two schools in Aberdeen, St. Andrew's and St. John's, call for no special remark; they are in good working order, fairly supplied with books and maps, having each a certificated teacher and apprentices.

The Peterhead school, as to buildings, apparatus, &c., is very complete; the clerical supervision is excellent, and the instruction very fair on the whole. It is conducted by a certificated teacher, and the infants' school by a superior young woman.

Of the schools at Cruden I am happy to speak favourably. The school-rooms, the apparatus, the supervision, and the instruction imparted by two certificated teachers and two apprentices, are highly satisfactory.

At Fraserburgh the school accommodation is defective. Under the auspices of Lord Saltoun and the excellent incumbent, the building and residences for teachers, &c., &c., have been commenced. Nothing else is wanted here. Under the disadvantage of limited space, great advances have been made in the educational position of both these excellent schools; they are conducted by two superior certificated teachers and four apprentices.

At New Pitsligo the most marked and satisfactory advance has been made during the past year. At the cost of 1600*l.* a school establishment has been reared in this remote locality, which I do not see equalled in any part of Scotland; it consists of superior residences for a male and a female teacher, two large school-rooms for boys and girls, a class-room to each, with additional accommodation for cloaks, hats, &c., &c.; each department is replete with the requisite apparatus, and the comfort of the children has been thoroughly consulted. The greatest credit is due to the liberality and zeal with which the managers, assisted by a grant from the Parlia-

mentary fund, have effected these improvements. The instruction is very well given by a certificated male teacher and a female teacher of high character, but whose broken health prevented her from competing this year for a certificate of merit.

At Fyvie, Tilly Morgan, Meiklefolla, Inverury, Banchory, are schools in generally satisfactory condition. Except at Banchory, the buildings are new, and the apparatus is good. The instruction also throughout is improved. Certificated teachers and apprentices are employed in each of these schools.

Of the thirteen schools in this diocese where there are no trained teachers or apprentices, I am able to report, with one or two exceptions, very favourably. When the teachers obtain certificates and procure the aid of apprentices, we may hope for better things. In several of these cases improvements may be expected in a short time; new buildings are about to be erected, in some localities new buildings are being at this time erected; and at my next visit in May I have reason to expect a very decided improvement in the majority of them.

In the thirteen schools superintended by certificated teachers, the elementary branches of reading, writing, and arithmetic are generally very well taught; and in some of the less favoured schools I have witnessed the same results. In all, I regret to observe, a carelessness and indifference about punctuation in dictation lessons. Geography, grammar, and history are taught with varied success. In some of the female schools needlework is singularly well done; in others, the majority, indifferently well.

From my experience of the condition of education in this diocese during the past year, I feel warranted in concluding, though much remains to be done, that a large amount of good may reasonably be expected from the increased facilities and educational appliances now afforded by your Lordships, as well as by the unwearied zeal and devoted attention of the excellent Bishop of the diocese, the Right Reverend Dr. Suther.

DIocese of ST. ANDREW'S, DUNKELD, AND DUNBLANE.

The number of schools inspected in this diocese during the last year is thirteen, of which six receive Government grants, and seven are cases of simple inspection. There are five certificated teachers and fifteen apprentices.

The following schools have certificated teachers and apprentices; the majority both:—

Burntisland.	Cupar Angus.	Alyth.	Innerpefferay.
Dunblane.	Blairgowrie.	Kirriemuir.	

With respect to each of these I have to offer to your Lordships a few observations.

The first on the list, at Burntisland, is a large, well-attended mixed school. The building is new and capacious, and the apparatus fair. The instruction in the elementary branches is well given. The female teacher has recently competed for a certificate of merit; she is assisted by three apprentices.

At Dunblane is a school of superior character in all essential points, and is under excellent pastoral supervision. The mistress (certificated) imparts the elementary subjects efficiently, viz., reading, writing, and arithmetic; and other subjects are not neglected. Geography and grammar are taught very fairly.

At Cupar Angus is an industrial school of a respectable kind. The number of children is large, and the instruction well imparted. The buildings are large and commodious enough, and the teachers, under careful supervision, do their work very creditably.

The condition of the school at Blairgowrie is equally satisfactory as regards the instruction; the buildings, however, and apparatus are very superior.

At *Alyth* a fairly conducted school is in full operation, under the best auspices.

Perhaps at Kirriemuir the best school of the diocese is to be found. With very limited resources, and under disadvantages of various kinds, the managers have been enabled by liberality and well directed efforts, to maintain for some years a school of very great promise.

At Innerpeffray a certificated master of high standing conducts the school in a satisfactory manner. All the arrangements are very good.

Of the eight schools inspected by invitation, some are of a superior kind. It is fully expected that most of them will avail themselves of your Lordships' grants during the next year for buildings and teachers. On the whole I am justified in speaking favourably of the state of the education of this diocese.

DIocese of ARGYLL AND ISLES.

In this diocese are three schools, having three certificated teachers and six pupil-teachers, and five schools inspected by invitation.

Of the former, the school at Ballachulish comes first in alphabetical order as well as in the order of merit; its condition is very good, and it is situated in a locality where Episcopalians abound; it is doing much good service. New buildings are required. In all other respects the circumstances of the school are good and creditable to the managers and the master.

The female school at Poltalloch is among the best industrial schools of my district. It is chiefly supported by the proprietor, Mr. Malcolm.

The two female schools at Lochgilphead and at Ardrishaig, under the immediate patronage and supervision of the Bishop of Argyll, are exceedingly promising.

Of the other four schools of the diocese, Millport is progressing favourably; the other three are in distant districts, without many appliances and resources. They are going on fairly under the disadvantages of their position, certainly, though slowly, advancing. The school at Duror remains stationary.

The general improvement in the state of education in this distant diocese is very manifest. Good Gaelic teachers cannot be met with, the instruction of the children is, therefore, to a great extent dependent on the adventitious aid of teachers who are strangers, whose ignorance of the vernacular now and then leads to inconvenience ; but this is rapidly dying away.

DIOCESE OF BRECHIN.

In this diocese I am happy to report that the good schools are the large majority. It contains eighteen schools, of which eleven have certificated teachers, and twenty-three pupil-teachers.

These schools are situated at—

Dundee, St. Paul's, boys'.

“ “ girls’.

St. Mary Magdalene's, mixed.

„ Rood Yard, mixed.

Brechin. mixed.

Lochlee, ..

Montrose, boys'.

„girls’.

Laurencekirk, mixed.

Drumlithie, ;

Catherine, ..

In all the foregoing schools, I have to record the one uniform feature of excellent buildings and internal accommodation. It is unnecessary to mark out any one of the above schools for especial observation; they all possess very well qualified teachers and pupil-teachers, and the instruction given, though varying in extent, is almost universally good. Each school is singularly fortunate in the quality of the supervision extended over it.

The twelve schools inspected by invitation vary in the quality of the teachers and of the instruction imparted. In the majority a great advance has been made. An increased interest in the welfare of these schools has of late been evidenced by the gentry. Government aid is about to be solicited for buildings; certificated teachers are being engaged more generally, and candidates for apprenticeship are being

brought forward; grants for the purchase of books and apparatus are being inquired after. All these movements in the proper direction indicate clearly an increased feeling of interest in school matters. The untiring energy of the excellent Bishop of the diocese is also a stimulus of no common kind to efforts which in many instances, it is to be feared, would otherwise be desultory, pointless, and useless. The consequence of this is exhibiting itself in the greatly advanced condition in the scale of education which has for some time distinguished this small but important diocese. I have very great pleasure in thus recording my impression of the state of education in the diocese of Brechin.

DIocese OF MORAY AND ROSS.

In this distant diocese are the following schools, viz,—

Inverness.	Arpafeelie.	Nairn.	Elgin.
Highfield.	Strathnairn.	Forres.	

At each of the above, except at Arpafeelie and Forres, are certificated teachers; at all of them are pupil-teachers. The schools distinguished for excellence of buildings and superiority of accommodation are those at

Inverness, Nairn, Elgin,

at which schools also the instruction in the elementary and essential subjects is given in a very creditable and satisfactory manner; they enjoy the best possible supervision of the Bishop and his clergy.

At Highfield, Strathnairn, and Forres new buildings are to be erected immediately. In these three schools I am glad to record improvement of no ordinary kind.

At Arpafeelie the master is a diligent painstaking person, well qualified for his post, but very poorly paid for his excellent services.

This diocese has made important advance within the last three years, and is much indebted to the energy and judicious care of its diocesan, Bishop Eden.

DIocese OF EDINBURGH.

All the schools of this diocese are in receipt of Government grants except the schools at Dunmore and St. James', Edinburgh; they are twenty-two in number.

Of the two schools above excepted, which are visited by invitation of managers, I have to record my very favourable impression. The school at Dunmore, under the auspices and patronage of Lady Dunmore, is in all respects a first-rate school in all its arrangements, and the instruction given is of high character. At St. James' school, Edinburgh, a very large number of children are in attendance, and are receiving all

the essentials of a useful education. A certificated master conducts the school very ably. The large funds at the disposal of the managers would, I think, be well laid out in the erection of a new set of rooms to supersede the present very objectionable ones, which are placed under a chapel, and the ventilation and lighting of which are defective in the extreme.

It would be invidious to select any of the other twenty schools for especial notice, because I am persuaded that for the benefit of those schools the most persevering efforts are being made by their supporters. In one and all the character of the instruction is thoroughly good, and the success of schools so admirably superintended, and so judiciously conducted by energetic committees and by teachers of acknowledged skill, can never be a question or matter of doubt. Sixteen certificated teachers and thirty-five apprentices are connected with the schools of this diocese; and I am glad to hear that they are in their respective spheres doing their work efficiently and satisfactorily.

In the above enumeration I place the two schools of Stirling and Alloa, each deserving commendation.

Through the entire diocese the condition of the school buildings is greatly improved, as well as the internal arrangements. The progress of education in this diocese has given me unmingled satisfaction.

DIocese OF GLASGOW AND GALLOWAY.

In this extensive diocese there are twenty-five schools under inspection, having connected with the management of them fifteen certificated teachers and forty-two pupil-teachers. The most promising schools as regards building, internal accommodation, and general progress are those at Hawick, Jedburgh, Bishop's School, Glasgow; St. Jude's, Glasgow; Ayr, and Port Glasgow. Of these it would be difficult to say which stands first; all are distinguished by having judicious able teachers and assistants, and by being governed by careful supervision. The same may be said, though not to the same extent, of other schools in the diocese. The schools at Greenock are not so healthy and vigorous as I have seen them in past years. At the schools in Airdrie and Baillieston I observe the same falling off.

It gives me much pleasure to state that a greatly improved condition of things may be expected in a district of this large diocese, which has hitherto been without a single inspected school. New schools have been opened at Dumfries and Castle Douglas; to these I add the two excellent schools at Gatehouse, inspected by me in March 1858, and giving me a most favourable impression of the education of that locality.

The seven schools in Kircudbright and Wigton, under the auspices of and supported by Lord Galloway, are to be inspected by invitation during the ensuing spring. This addition of nine schools to the twenty-five already under inspection I record with pleasure, as well as the general advance which cannot but be observed throughout the schools of the whole diocese.

I have now, my Lords, given to your Lordships my opinion of the condition of education in each of the dioceses of the Scottish Episcopal Church. In all these districts the progress has been decisive, and the quality of the instruction imparted is greatly beyond that of former years. Except in one instance, where a school had been closed for want of funds and from other local causes, there has not been a single retrograde movement, but a marked and steady advance. This satisfactory condition of things is mainly to be attributed to the effect of your Lordships' Minutes, which are every day being better understood and more duly appreciated.

I have to record with satisfaction that the pupil-teachers generally have acquitted themselves well during the past year. The cases in which any of them have been removed for unsatisfactory conduct being so rare as not to deserve comment. I am bound also to add that the teachers, almost universally, are labouring with zeal and diligence, and are giving good promise that they will continue to persevere in their faithful and meritorious efforts.

A report on the condition of the training institution at Minto House, Edinburgh, has been already forwarded to your Lordships. To that statement I have only to beg to be allowed to add, that the efficiency of the institution continues to be fully maintained, the Principal, the Vice-Principal, and Assistants discharging their varied duties in a manner which must ensure the highest and most satisfactory results. The institution is full of students, and there is every reason to believe that I shall be called upon during the next year to report to your Lordships the necessity of more enlarged and extensive premises being provided to meet the demands for admission from candidates for Queen's scholarships.

I have the honor to be, &c.

T. WILKINSON.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX No. 2.

REPORTS OF HER MAJESTY'S INSPECTORS (WITH
TABLES), ON TRAINING COLLEGES.

REPORTS ON TRAINING COLLEGES.

REPORT *on the* CHURCH OF ENGLAND TRAINING COLLEGES *for*
SCHOOLMASTERS, *by Her Majesty's Inspector of Schools, the*
Rev. B. M. COWIE, B.D.;—*for the Year 1858.*

MY LORDS,

THE inspection of the Church of England Training Colleges for male students commenced last year (1858) in May and terminated in November. At nearly all the training colleges I have had the advantage of meeting one, at least, of the Inspectors of the district, and they have been kind enough to give me their advice and assistance, for which I am most thankful, especially as this is the first occasion on which I have had to discharge the duty confided to me by your Lordships.

The principal part of that duty, since the written examination of the students has been transferred to Christmas, and conducted simultaneously all over the country, is to hold *oral* examinations in class teaching and in reading.* The students of the second and third years have all gone through these exercises at the Inspectors' visit, and the marks assigned to each of them have been reported to the Privy Council Office, to be added to those assigned for their written exercises.

The number of students who have been thus orally examined at the fourteen Church of England Training Colleges during the past year is 329.

I understand that the gallery lesson given before the Inspector is meant as one of the tests of the students' aptitude for the practical duties of his future calling. It may be true, that as an actual example of a schoolmaster's work, it is not very valuable; but it is certainly a trial of several useful qualities in a teacher, and therefore I think it has been rightly determined that it should have a very considerable influence in deciding the class of certificate which is ultimately to be awarded.

The points of excellence which it has been considered well calculated to bring out are*—"power to command a class, to keep the minds of the children in full activity while they are

* Minutes of 1855-6, p. 688, Rev. F. Temple's Report.

"being taught, to adapt information to their capacity and need." These are, then, the points to which attention is given by the Inspector while hearing this exercise. They involve judgment in the selection of a subject, and a thorough knowledge of what is about to be taught; vigilant attention to the class, judicious examination of the children, readiness in seeing how much of a doubtful answer is right, quickness in seizing on the sound part to lead the child to a correct answer; a ready power of illustration, especially when unexpected replies suggest a new train of ideas. If the gallery lesson gives the Inspector the opportunity of forming some opinion as to the degree in which the student has these qualifications, it certainly enables him to that extent to form an estimate of his fitness for the duties of a schoolmaster.

The lessons given at the inspection of the year 1858 have been, I am informed, about the average degree in merit. I came to my duties without previous experience in this matter, and can judge only as one who has always taken a deep interest in elementary national education, though his practical acquaintance with its details has not been extensive.

My impressions from the lessons which I have heard are these:—That the first faults to be avoided are—an injudicious choice of subject, a tendency to make the lesson a mere repetition of the examples given in text-books, or to show off some fancied superior knowledge; but I have heard a great many lessons which were well adapted to their purpose, and which gave promise of future usefulness, if the teachers are earnest, high-principled men. Some of the defects in these lessons, which can be corrected by the officers of training colleges, arise either from stupidity or conceit: the latter ought to be mercilessly criticised.

Information of a humble kind is sometimes imparted with an air of mystery which makes it ludicrous, or with too great timidity, or too much assumption of a collegiate air (the last, in my opinion, detestable).

Besides the obvious faults of asking foolish questions, there is a process, called in the books *educing*, or "*training out*," which I think is carried to excess. It is an attempt on the part of the teacher to "question out" the meaning of words from the children. It requires very great experience to know whether this is a fair process or not. In all cases it is, in my judgment, best that the *idea* should be obtained, and then the word told; but I have seen children subjected to a painful degree of dragging and pumping to get from them such words as *ductile*, *tenacious*, and the like, when it was quite clear that there was no unwillingness or sluggishness on their parts.

I merely wish that these few observations should be taken as specimens of the results of close attention to the exercises I have heard, in order that the normal masters in the several training colleges may see what faults are most obvious to one who has had but little experience, and who may therefore be supposed to note the most glaring deficiencies.

A right choice of subject is a very important point. In most colleges I believe the selection is left to the student himself; and if he choose some hackneyed topic which the children already know and have been drilled in before, he loses in the estimation of the Inspector, who can very readily detect this from the forwardness or weariness of the class. A good choice of subject is a very important and influential point. I have not heard this insisted upon as it ought to have been at the criticism lessons which I have attended.

It has been a question whether every student should not give a reading-lesson to a class. Sometimes, in pursuance of the method adopted by my predecessor, the Rev. F. Temple, the lesson has been interrupted after a certain time, and the reading-lesson proposed; and I believe Canon Moseley sometimes himself gave a subject for a short lesson. There are inconveniences in this latter method with those who are nervous, and as the stock of knowledge is necessarily very limited, they might be quite unprepared. If the experiment succeeds indeed, there cannot be a better test of a good and ready teacher, but in most cases it would not, I fear, be very successful.

I have tabulated the subjects on which lessons have been given, and my general conclusion from this table is, that I would rather the subjects were more *elementary*. (See Appendix B., Table A.)

I have alluded above to the criticism lessons. The nature of this exercise has been fully explained in former reports. Its value is greater or less according to the interest taken in it by the Principal and the rest of the staff. At Highbury and Winchester I think the greatest attention was paid to it. At Chelsea (St. Mark's), from the removal of the normal master to Peterborough, and the office being vacant at the time of the inspection, we could not see the usual course of these lessons; but the Principal gave a most interesting lecture on the proper objects of criticism, and he has prepared a "Critical Note Book," since published by the National Society, which will, I think, be very useful, and I recommend it to the consideration of the training colleges. It is a manual of "*what to observe*" in a lesson, a subject which the Principal of St. Mark's College might be expected, by all his friends, to treat with admirable effect.

Acting on the special instructions given to me on my appointment, to lay great stress on all *elementary* work, I have everywhere paid considerable attention to the *reading*. Good reading is the result of a great many different influences, and is in some measure a test of general proficiency. Speaking of the general average of the reading of the second-year students, it is very much below what we could wish it to be. I had the more confidence in my conclusions in this respect because my colleagues in the inspection, different in the case of each training college, agreed with me universally. In speaking on this subject to the officers of the training colleges also, we often found that they admitted and lamented the fact. One chief reason assigned is that the colleges are now mostly filled by ex-pupil-teachers, who are infected with the *droning reading* of the children in elementary schools, and whose station in life will not, generally speaking, be such as to give them a refined tone of voice, flexibility of the organs of speech, and the *accent* which seems peculiar to gentle breeding.

I believe that in several colleges very considerable trouble is taken with the reading of the students. One method which would tend to improve diction, both in teaching and reading, with respect to enunciation and expression, would be to make the students repeat from memory before one of the masters, as the attention can be more effectually given to the organ of speech when the eyes are not employed and the head is not bent towards the book. In this method of *reciting* considerable gain would accrue to the vocal powers from an exclusive attention to the way in which they are exercised.

The flexibility of the organs in unrefined persons is generally small, and less in men than in women;* but it can doubtless be improved by a careful vigilance. My colleague, Rev. M. Mitchell, requires his pupil-teachers to learn by heart pieces of considerable length. If generally all pupil-teachers were required to do so, the officers of training colleges could begin upon this at once with the Queen's scholars, hearing them recite, correcting their pronunciation, and teaching them to manage the tone of their voices, and to give a "just expression," an intelligent comprehension of the subject-matter having been already acquired and accuracy secured. One very common fault, which is easily corrected, is closed teeth. When hearing students give lessons or read in some of the country training colleges, where the *patois* of the district was new to me, the effect of closed teeth in addition has almost reduced the exercise to a failure.

* It has been observed that female pupil-teachers read much better than males.

I am glad to say that some of my colleagues assured me the reading was improved, though I have, on the other side, to lament that the experience of the Principals of some training colleges was to the effect that the Queen's scholars do not read so well as they did some years back.

Besides conducting the oral examination of the students, the result of which is to a certain extent a test of the value of the training college, the Inspector hears all the officers give a lecture, and sees the college as much as possible at its routine work. This is a very delicate, and yet important part of his duty.

The object of education being ultimately to *humanize*, only some of its results are capable of being tested by examination of students orally or on paper. Of others an estimate must be formed by weighing the prevailing character of the institutions, and the general moral effect on the pupils who are educated in them.

Considering the class from which pupil-teachers are mostly drawn, the character of their home influences, and the fact that they have already had five years routine in a school, it is of the greatest possible importance, that their residence for two years in a training college should have a tendency to civilize, to raise the standard of morality and honour, and to impress religious responsibility.

Intercourse with persons of superior breeding and learning, and of sound religious principle, is the best way to secure this desirable result. It can have no tendency to produce inflation or self-conceit, rather the contrary. * *

It will hardly be expected that any opinion can have been formed which I should wish to put on record in the course of a first year's inspection. I believe that there is, as my predecessors have said, a very general sincerity and earnestness in the officers of training colleges. I will merely refer to two points of importance in connexion with this subject, which I think may be insisted on with confidence, even with my limited experience.

1. There ought to be an active interest ever *manifested* by the managers. I should be the last person to advise any meddling on the part of the committee with the discipline or the studies. They should elect for the principal, a competent person in whom they have confidence, and then let him have his own way, and be absolutely responsible for the result. But it is depressing for a person in such a position, if his managers or members of the committee do not take a lively interest in *the work*; not merely holding quarterly meetings for financial purposes, but by their sympathy and

cordial interest, showing that they are keenly alive to the higher responsibilities they have incurred.

It will be an evil day for these colleges, if the whole control falls into the hands of persons at a distance, who can only direct by letter and circulars, and from whom none of this living sympathy can be expected. If the committee of managers do not really try to know all about the work of a college which they profess to manage, by frequent visits at unexpected times, they lose an invaluable opportunity of doing good. I think that in the case of some training colleges, it would be well if the members of the Committee were more keenly anxious for the welfare, and well-doing of the college *internally*.

2. The size of these colleges should not be such as to render the moral and social improvement of the pupils a matter of difficulty or doubt. I hope that your Lordships will not sanction the enlargement of any college beyond 100 students. I think this number already too great, and 80 would be a better number. In any case in which I may have to give an opinion, I shall steadily decline to recommend the enlarging a college which can receive 80 students, because I think the influences of which I have just written so important, that nothing can compensate for their absence; and it is simply impossible they should be felt, when the number of pupils is great compared with the number of the staff, supposing the staff to be all that one could desire in this respect.

In Table (B.) I have given the number of lecturers and masters employed in the several colleges, and the number of students in each, that this proportion may be examined. In many colleges, however, the number of masters is increased by including the non-resident masters, which is not to our present purpose.

The state of the practising schools varies much in different places. In the case of two of the metropolitan training colleges, at Battersea and Chelsea, the present year has been a sort of interregnum: the schools at Battersea having been under a process of reconstruction, and the schools at St. Mark's having had a change in their master. Highbury has gone on steadily and satisfactorily, but of the full efficiency of the other two, no judgment can be formed till next year.

The arrangements for affording to the students practice in teaching and school management are best out of London at Cheltenham, Chester, Durham, Winchester, Worcester, and York. At Caernarvon, there is a very good practising school, but the arrangements connecting the college and school were not perfect. At Caermarthen there was a master newly appointed,

whose influence was only beginning to tell. At Exeter, changes have been made, which promise to be improvements. At Culham, the school is apparently an irremediable failure, from the situation of the college.

It was my duty to examine very carefully into the connexion between the college and the practising school; many arrangements that are very plausible on paper, not being nearly so satisfactory in the actual working out. It requires on the part of all the officers a strong conviction of the utility of this part of the students' work, and it would be well if the lecturers would occasionally or periodically attend at the practising school to hear their own pupils give lessons on their particular subjects, that they might afterwards see where advice was needed. The criticism lesson, to a certain degree, serves this purpose, but the occasional visit to the practising school, would more openly mark the connexion between the lecture-room and the school, which it is so important to keep up, in order that the objects for which your Lordships contribute to these training colleges may be realized. It is proposed to carry out this plan during the present year at St. Mark's college.

The financial condition of most of the training colleges is satisfactory. The amount contributed from the public funds is, however, very large, and the consequent demand upon the liberality of churchmen smaller, as will be seen from Tables (C.) and (D.)

In continuation of a table of Mr. Moseley, showing the per-centage of annual income due to these three sources:—

- Government grants;
- Students' payments; and
- Contributions of the Church;

I have compared Table (E.), which is the result of the statistics already collected, and of the returns up to Christmas 1858.

Part of the sums under the head "students' payments," are no doubt to be set down to the credit of the third column, but, on the other hand, 1,000*l.* a year of the sum given by the National Society to its training colleges, is supplied by your Lordships, which if transferred makes a difference of 2,000*l.* on comparing the amount of Government grants with the amount of Church contributions, and to the credit of the Government grants for 1858 should also be added 1,073*l.* 15*s.* paid in augmentation of the salaries of lecturers and assistant masters, and part of the incomes of the practising schools.

If the two first items are taken into account, and we give the whole of the students payments to the credit of Church contributions, the proportion of Government aid to voluntary

effort will be about 26 : 12, *i.e.* more than two-thirds of the whole expenditure.

In the next Table (F.) I have endeavoured to bring out a result of a different character.

The cost of maintaining a student in a training college is very different at different institutions; the cause of this difference is then a matter of serious inquiry. I have first divided the whole cost under different heads; then calculated each in per-centage of the whole, and then divided the cost per student into the same three heads, *viz.* :—

1. Tuition, including practising school expenses, &c., books, &c., with salaries of officers.

2. Board, washing, fuel, lights, medical attendance, and housekeeping, servants' wages, which may be supposed to vary with the number of inmates.

3. Rent, taxes, insurance, rates, garden, farmhouse, and other expenses, which may be considered independent of the number of students.

I allow that this is only an approximate tabulation, for there ought to be a proportion of each of the two latter heads given to the first for board and lodging, and allowances to masters.

But as a *relative* table, to compare the different colleges, it will serve for a first approximation.

As to the buildings, I have to report the completion of the Worcester Diocesan Training College (Saltley.) This has been accomplished in a very satisfactory manner, for the accommodation of 90 students. Those parts of the original design which had been intended for a yeoman or middle school remained unfinished. The whole has now been thrown into the training college. The domestic arrangements are excellent, and the defects of a sanitary kind, which had been pointed out and complained of at previous inspections, are now effectually remedied.

At Caernarvon, an excellent dining-room has been completed, and the dormitories are very good. At Durham and Winchester additions have been made, to serve the purpose of a model school. At Battersea, a chapel, for which funds had been some time in hand, has been completed, and was opened during the summer by the Bishop of Winchester.

The long contemplated Training College at Peterborough has at last been commenced in temporary buildings. A large school-room, part of the design for the buildings of the training college has been erected, and has been some time in use. The Rev. C. Daymond, formerly normal master at St. Mark's College, has been appointed Principal, and the college has commenced with fifteen students.

It is still a matter of regret that nothing has been done to improve the accommodation at the South Wales Training College at Caermarthen. The reports already made on this subject are quite as true now as they were then. The Inspectors did not fail to urge upon the Committee, when they met them, the want of better arrangements, and it must still be hoped that they will endeavour to remedy the defects so justly complained of. Though it has a commanding exterior, no Church of England Training College has such scanty internal convenience.

In many of the training colleges, there is defective ventilation in the class-rooms. I did not notice it so much in the dormitories, which seem in general well contrived. The common reply of the Principal, when complaint is made by the Inspector of the bad state of the air in these rooms, is that no one knows how to ventilate them. I am afraid this is too true. It is the same in many school-rooms. This is a very important subject, and it would be well, if a few lectures on sanitary science could be delivered in our training colleges, as the schoolmaster ought to be able to instruct the children of the poor generally in the first elements of that science. The advantages of ventilation, light, and cleanliness, and the evils of damp, are matters which might be illustrated by simple reproducible facts, and brought home to everyone's common sense in a few lectures.

In the meantime, I hope to profit by the results obtained by the Military Commission of Sanitary Inquiry on the Barracks, and to be able to recommend some plans, where the managers request me to do so. At present, I am sure that school-rooms of elementary schools, and class-rooms of Normal colleges, are sadly in want of improvement in this respect.

A kindred subject, which has been doubtless often under consideration, is the health of the inmates of training colleges. It is impossible to pass this over in this Report, as the tenancy of the Episcopal Palace of Wolvesey, which was used as the Training College at Winchester, free from rent, taxes, and repairs, through the munificent liberality of the present Bishop of Winchester, has at last been discontinued, from a conviction on the part of the Diocesan Board of Education that its sanitary state was incurable. Wolvesey has been known to be defective in this respect before, and various measures have been from time to time adopted to improve it; but the sickness during the year 1858 was such as to induce the Board to call for special reports from the Principal and medical advisers; and at a meeting on the 7th December, it was resolved to discontinue the tenancy of Wolvesey as a training college. Since then the diocese has made a very handsome com-

mencement in the collection of funds for building a new training college on a healthier site, given by the Dean and Chapter. The reports of the medical officers contained observations on the *necessary* depression resulting from the studies of the place, *i.e.*, the studies required by the standard adopted for the examination of candidates for certificates.

I do not think these conclusions just, and for these reasons: the course of study is very nearly the same all through the training colleges, and if the application required on the part of the students to pass creditably through the course were absolutely detrimental to health, we should find this result everywhere.

There are, however, many training colleges where the average health is excellent; where preparation for the examinations is attended with no apparent damage to the health of the students; and where their success in the class lists shows that they have been at least as diligent as at Winchester.

The time-table at Winchester, perhaps, exacts too many hours for study, leaving an insufficient portion of the day for healthful recreation and exercise, and the Bishop had called attention to this when writing on the subject.

On these grounds I was disinclined to admit that the demands necessarily made on the students in training colleges were beyond their strength. At the same time I ought to say that the Principal of Battersea Training College, in a conversation I had with him on the subject, told me that the duration of life in the case of a schoolmaster was, he feared, below the average; and that he had been examining the records of his college with a view to ascertain more accurately the percentage of masters who seem to break down from their school work.*

It is clear that if it be ascertained that the average duration of life is less in the case of the schoolmaster than in other callings, it would be extremely unwise to encourage any system of mutual insurance *confined* to that profession.

I hope these remarks may fall under the notice of those gentlemen who have assisted in the formation of such aids to schoolmasters, and that they will ascertain more accurately than I can the real facts of the case to guide them in their future proceedings.

In the case of a pupil-teacher, the schoolmaster's life begins five years before he enters a training college; and if the profession be of itself one not conducing to longevity, the seeds of weakness are sown earlier than they used to be, and a corresponding result must be expected.

* I am happy to say that I have since heard from him that his apprehensions were removed when his inquiry was completed.

Most of the training colleges are built in healthy, open, airy situations.

The Caernarvon Training College is within the walls of the town; York only just outside those of the cathedral city; Chelsea* and Battersea are on the banks of the river Thames, and not on rising ground, yet they are very fairly healthy; the atmosphere of Winchester valley and that of Chichester are rather relaxing, but in the case of the latter the situation is excellent; Exeter is on rising ground, out of the city; and all the other training colleges are healthily situated.

I cannot but conclude, therefore, that the two years' residence in a training college (with a judicious time-table) will generally promote the physical as well as the moral and intellectual progress of the inmates.

A good time-table ought to allow of two hours' exercise in the open air daily, as well as a half-holiday during the week. I think this is the minimum, which ought never to be curtailed. It should not include the time given for meals.

It would be superfluous to say anything on the importance of industrial work. In some training colleges there is not much opportunity for it; but at any rate all the grounds about the college, the walks, shrubberies, and grass, ought to be kept neat by the students, and the enforcing such work would in some cases correct a paltry affectation of collegiate airs, which deservedly brings on young schoolmasters the contempt of their betters, and totally unfits them for the position they have to occupy in parochial schools. They cannot be too often reminded that the difficulties of their calling (in themselves sufficiently serious) are aggravated by any attempt on their part to step out of their position; and educational progress is often retarded and has been sometimes thwarted by the ridiculous conceit of young men fresh from the training colleges, who have not yet found out, by hard reality, that it is those who *undervalue* themselves who do their duty in the station to which it has pleased God to call them, and not those who form an exaggerated opinion of their own merits or a wrong estimate of their social position.

The expectations of the trained and certificated masters have formed the subject of some discussion of late. It is important for them to know what are the average salaries offered for young schoolmasters leaving college. I have therefore compiled from the returns made by training colleges a Table (G.), which shows the average salaries offered to masters who left

* Chelsea ought to be the most unhealthy training college in the country according to the tables, for the cost of medical attendance at St. Mark's for 107 students is more than the aggregate paid for the same object at Cheltenham, Durham, Highbury, and Winchester for 249 students.

these colleges at Christmas 1857 and Christmas 1858, after one, two, or three years' training respectively.

In conclusion, I wish to record clearly an opinion deliberately formed on a subject which I know is one of considerable anxiety to some excellent persons, whose only wish is that national education should prosper.

Are we not instructing our young schoolmasters too highly? I think not. I have had an opportunity which no one else in the country has had, viz., that of seeing individually *all* the second-year students (about 320) who at Christmas 1858 have become certificated masters in Church of England Schools; and the result is, that I am confident no fears need be entertained of their having reached any very high standard. It is of absolute necessity that the standard *at which they are to aim* should be high; but as in other examinations, if not *all*, those in the universities, civil service, or elsewhere, it should always be remembered that the aggregate of questions proposed is meant to be *above* the *best* man, while there are, at the same time, questions which will *test all*.

I have not the very smallest apprehension, from what I have seen, that the educated schoolmaster sent out with a Government certificate is a man *above* the duties he has to discharge, as far as his attainments are concerned. If he be conceited, and the managers are inclined to apprehend that he is too good a man for his duties, I think then he must have failed *morally*, for I can recollect very few instances where any of these men have impressed me with the idea that they were superior to their proposed calling.

I should not venture to put these conclusions into my report to your Lordships, were it not that I come, as it were, on the present occasion from without, and, not being biassed in favour of the existing system, I can therefore form a very unprejudiced opinion.

I have the honor to be, &c.

B. M. COWIE.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

TABULATED RESULTS OF EXAMINATIONS HELD AT CHRISTMAS 1858.

BATTERSEA (NATIONAL SOCIETY'S) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 60 Candidates.*
60 Certificates. Second Year { 42 Candidates.
41 Certificates. Third Year { 2 Candidates.
2 Certificates.

Subjects of Examination.	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.		
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.
Religious knowledge - -	-	3	-	55	26	1	5	10	1	-	3	-	-	-	-	-	-	-	-	-	-
Liturgies and Church history - -	-	6	-	22	15	-	29	13	-	9	7	-	-	-	-	-	-	-	-	-	-
Evidences of Christianity (Students of 3rd year only)	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English grammar and composition	1	1	-	20	22	-	38	18	-	1	1	-	-	-	-	-	-	-	-	-	-
Geography and popular astronomy - -	4	12	-	35	21	-	31	9	-	-	-	-	-	-	-	-	-	-	-	-	-
History - -	3	-	-	11	6	-	35	25	-	11	11	-	-	-	-	-	-	-	-	-	-
School management - -	-	1	1	15	15	-	25	25	-	12	1	1	-	-	-	-	-	-	-	-	-
Algebra (Stu. of 1st year only)	6	3	-	13	19	-	32	17	-	12	1	1	-	-	-	-	-	-	-	-	-
Euclid (Stu. of 1st year only)	2	-	-	13	-	-	14	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Mechanics (Students of 1st year only)	14	-	-	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Higher mathematics (Students of 2nd year only)	8	-	-	29	-	-	18	-	-	3	-	-	2	-	-	-	-	-	-	-	-
Physical science (Students of 2nd year only)	-	2	-	-	8	-	-	10	-	-	4	-	-	1	-	-	-	-	-	-	-
Pure mathematics :- Applied (Students of 3rd year only), Problems	-	1	-	-	8	-	-	4	-	-	4	-	-	-	-	-	-	-	-	-	-
Book work (Students of 3rd year only)	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English literature :- Shakespeare (Students of 3rd year only)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Chaucer (Students of 3rd year only)	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sir T. More (Students of 3rd year only)	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vocal music - -	-	1	-	36	7	-	20	23	-	4	9	2	-	1	-	-	-	-	-	-	-
Reading - -	-	5	-	18	12	2	38	13	-	4	12	-	-	-	-	-	-	-	-	-	-
Spelling - -	-	-	-	48	41	-	11	1	-	1	-	-	-	-	-	-	-	-	-	-	-
Pennmanship (Students of 1st and 2nd years only)	-	-	-	30	12	-	28	19	-	8	10	-	-	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd and 3rd years only)	-	8	1	-	19	-	-	14	1	-	1	-	-	-	-	-	-	-	-	-	-

* 1 candidate omitted on account of unsatisfactory medical report.

CAERMARTHEN (NATIONAL SOCIETY'S) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 20 Candidates.*
9 Certificates. Second Year { 3 Candidates.
2 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge - -	-	-	-	-	9	1	6	1	5	1	-	-	-	-
Liturgies and Church history - -	-	-	-	-	9	-	8	-	3	-	-	-	-	-
English grammar and composition	-	-	-	-	1	1	10	1	9	1	-	-	-	-
Geography and popular astronomy	-	-	-	-	6	2	10	1	3	3	-	-	-	-
History - -	-	-	-	-	2	-	7	-	1	-	-	-	-	-
School management - -	-	-	-	-	13	2	4	-	3	3	-	-	-	-
Arithmetic - -	-	-	-	-	1	1	4	1	7	1	-	-	-	-
Algebra (Students of 1st year only)	-	-	-	-	-	-	-	-	10	-	-	-	-	-
Euclid (Students of 1st year only)	-	-	-	-	2	-	6	-	3	3	-	-	-	-
Industrial mechanics (Students of 1st year only)	-	-	-	-	-	-	3	-	3	3	-	-	-	-
Higher mathematics (Students of 2nd year only)	-	-	-	-	-	-	1	-	1	1	-	-	-	-
Latin - -	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vocal music - -	-	-	-	-	3	-	9	1	7	2	-	-	-	-
Welsh - -	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading - -	-	-	-	-	1	13	2	7	-	-	-	-	-	-
Spelling - -	-	-	-	-	20	2	1	-	-	-	-	-	-	-
Pennmanship - -	-	-	-	-	3	1	16	2	1	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	-	-	2	-	-	-	-	-	-	-	-

* Two candidates omitted on account of unsatisfactory medical certificates.

CAERNARVON (DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 20 Candidates.
 { 19 Certificates.

Second Year { 3 Candidates.
 { 2 Certificates.

Third Year . { 2 Candidates.
 { 0 Certificate.

[illegible]

CHELSEA, ST. MARK'S (NATIONAL SOCIETY'S) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 64 Candidates.
 { 56 Certificates.

Second Year { 34 Candidates.
 { 30 Certificates.

Third Year { 5 Candidates.
 { 5 Certificates.

[illegible]

Church of England Male Training Colleges.

CHESTER (DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 30 Candidates.
27 Certificates.Second Year { 16 Candidates.
16 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge -	-	-	1	21	6	8	1	1	-	-	-	-	-	-
Liturgy and Church history -	-	-	-	1	-	12	5	11	9	6	-	-	-	-
English grammar and composition -	-	-	-	3	4	15	10	8	2	-	-	-	-	-
Geography and popular astronomy -	1	1	3	5	12	8	8	1	1	1	-	-	-	-
History -	-	-	-	1	6	11	18	4	1	6	-	-	-	-
School management -	-	-	-	1	7	8	1	1	1	1	-	-	-	-
Arithmetic -	-	-	-	13	5	7	6	3	1	1	-	-	-	-
Algebra (Students of 1st year only) -	-	-	-	2	1	7	9	7	1	1	-	-	-	-
Euclid (Students of 1st year only) -	-	-	-	7	-	-	-	-	-	-	-	-	-	-
Industrial mechanics (Students of 1st year only) -	-	-	-	9	-	6	-	3	-	-	-	-	-	-
Higher mathematics (Students of 2nd year only) -	-	-	-	-	3	-	2	-	-	-	-	-	-	-
Physical science (Students of 2nd year only) -	-	-	-	-	7	-	3	-	1	-	-	-	-	-
Vocal music -	-	-	-	-	4	8	13	4	-	1	-	-	-	-
Reading -	-	-	-	-	3	5	11	9	2	-	-	-	-	-
Spelling -	-	-	-	-	30	16	-	-	-	-	-	-	-	-
Pennmanship -	-	-	-	-	8	10	21	5	1	1	-	-	-	-
Inspector's report (Students of 2nd year only) -	-	-	1	-	10	-	4	-	-	-	-	-	-	-

CHICHESTER (DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 11 Candidates.
7 Certificates.Second Year { 2 Candidates.
2 Certificates.

Religious knowledge -	-	-	-	-	2	1	6	1	3	-	-	-	-	-
Liturgy and Church history -	-	-	-	-	1	-	4	1	1	1	-	-	-	-
English grammar and composition -	-	-	-	-	-	-	3	7	1	1	-	-	-	-
Geography and popular astronomy -	-	-	-	-	-	1	7	1	3	-	-	-	-	-
History -	-	-	-	-	2	-	7	1	1	1	-	-	-	-
School management -	-	-	-	-	-	-	5	3	5	3	-	-	-	-
Arithmetic -	-	-	-	-	3	1	-	-	1	1	-	-	-	-
Algebra (Students of 1st year only) -	-	-	-	-	-	-	3	-	-	-	-	-	-	-
Euclid (Students of 1st year only) -	-	-	-	-	-	-	3	-	-	-	-	-	-	-
Industrial mechanics (Students of 1st year only) -	-	-	-	-	1	-	1	-	6	1	-	-	-	-
Higher mathematics (Students of 2nd year only) -	-	-	-	-	-	-	-	-	3	-	-	-	-	-
Vocal music -	-	-	-	-	-	-	5	1	4	1	-	-	-	-
Reading -	-	-	-	-	-	-	1	3	2	1	-	-	-	-
Spelling -	-	-	-	-	8	-	-	-	-	-	-	-	-	-
Pennmanship -	-	-	-	-	11	2	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only) -	-	-	-	-	2	-	5	2	4	-	-	-	-	-

CULHAM (OXFORD DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 33 Candidates.
30 Certificates.Second Year { 3 Candidates.*
5 Certificates.Third Year { 2 Candidates.
1 Certificate.

Subjects of Examination.	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.	
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.
Religious knowledge -	-	1	-	17	2	2	15	2	-	-	-	-	1	-	-	-	-	-	-	-
Liturgy and Church history -	-	-	-	-	2	-	15	2	-	16	1	-	2	-	-	-	-	-	-	-
Evidences of Christianity (Students of 3rd year only) -	-	-	-	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-
English grammar and composition -	-	-	-	8	1	-	19	4	-	6	-	-	-	-	-	-	-	-	-	-
Geography and popular astronomy -	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
History -	-	1	-	12	1	-	17	3	-	3	-	-	-	-	-	-	-	-	1	-
School management -	-	-	-	7	1	-	15	1	-	5	3	-	5	-	-	1	-	-	-	-
Arithmetic -	-	-	-	2	1	-	25	4	1	2	4	1	4	-	-	-	-	-	-	-
Algebra (Students of 1st year only) -	-	-	-	6	2	-	22	3	-	4	-	-	1	-	-	-	-	-	-	-
Euclid (Students of 1st year only) -	-	-	-	2	-	-	18	-	-	4	-	-	8	-	-	1	-	-	-	-
Industrial mechanics (Students of 1st year only) -	4	-	-	12	-	-	10	-	-	1	-	-	6	-	-	-	-	-	-	-
Higher mathematics (Students of 2nd year only) -	-	-	-	7	-	-	13	-	-	7	-	-	-	-	-	-	-	-	6	-
Inspector's report (Students of 2nd year only) -	-	-	-	-	1	-	-	1	-	1	-	-	1	-	-	-	-	-	-	-

* One candidate omitted, who left ill.

Gulham Training College—continued.

Subjects of Examination.	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.		
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.
Physical science (Students of 2nd year only)	-	2	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Higher mathematics :—																					
Pure (Students of 3rd year only)	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
Applied (Students of 3rd year only)	-	-	-	-	-	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
Book work (Students of 3rd year only)	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-
Vocal music	-	-	-	10	1	21	4	-	-	1	-	1	-	-	1	-	-	-	2	-	-
Reading	-	-	-	-	1	23	3	1	3	1	-	-	-	-	-	-	-	-	-	-	-
Spelling	-	-	-	33	4	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Penmanship (Students of 1st and 2nd years only)	-	-	-	10	1	21	4	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd and 3rd years only)	-	-	-	-	2	1	-	3	1	-	-	-	-	-	-	-	-	-	-	-	-

DURHAM (DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 23 Candidates.
23 Certificates.

Second Year { 19 Candidates.
19 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	3	24	12	4	4	-	-	-	-	-	-	-	-
Liturgy and Church history	-	-	5	4	13	10	10	-	5	-	-	-	-	-
English grammar and composition	-	-	17	14	11	5	-	-	-	-	-	-	-	-
Geography and popular astronomy	3	3	19	15	6	1	-	-	-	-	-	-	-	-
History	-	-	7	10	17	7	2	2	2	2	-	-	-	-
School management	-	-	8	6	17	11	2	2	1	-	-	-	-	-
Arithmetic	3	-	9	16	11	1	4	1	1	1	-	-	-	-
Algebra (Students of 1st year only)	1	-	6	-	7	-	5	-	-	-	-	-	-	-
Euclid (Students of 1st year only)	3	-	14	-	4	-	1	-	-	-	-	-	-	-
Industrial mechanics (Students of 1st year only)	9	-	7	-	9	-	5	-	2	-	-	-	2	-
Higher mathematics (Students of 2nd year only)	-	-	2	-	2	-	2	-	2	-	-	-	-	-
English literature (Students of 2nd year only)	-	1	-	-	-	-	-	-	2	-	-	-	-	-
Latin	-	1	5	-	4	1	-	1	1	1	-	1	-	-
Vocal music	-	-	12	1	15	5	-	-	8	-	-	-	-	-
Reading	1	-	12	4	17	11	6	3	-	-	-	-	-	-
Spelling	-	-	23	19	-	-	-	-	-	-	-	-	-	-
Penmanship	-	-	14	3	12	15	2	1	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	1	-	7	-	7	-	3	-	-	-	-	-	-

EXETER (DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 29 Candidates.
27 Certificates.

Second Year { 10 Candidates.
10 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	1	1	18	2	8	3	2	4	-	-	-	-	-	-
Liturgy and Church history	1	-	13	3	17	5	2	1	-	-	-	-	-	-
English grammar and composition	-	-	14	3	13	4	5	1	-	-	-	-	-	-
Geography and popular astronomy	-	1	10	4	12	4	5	2	-	-	-	-	-	-
History	-	-	9	-	14	5	5	4	1	1	-	-	-	-
School management	-	-	5	-	24	8	-	2	-	-	-	-	-	-
Arithmetic	3	-	7	5	13	3	4	1	2	1	-	-	-	-
Algebra (Students of 1st year only)	-	-	3	-	8	-	12	-	4	-	-	-	-	-
Euclid (Students of 1st year only)	1	-	10	-	13	-	4	-	1	-	-	-	-	-
Industrial mechanics (Students of 1st year only)	-	-	4	-	3	-	8	-	3	-	-	-	11	-
Higher mathematics (Students of 2nd year only)	-	-	2	-	4	-	3	-	-	-	-	-	-	-
English literature (Students of 2nd year only)	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Latin	-	-	6	3	13	7	10	-	1	-	-	-	-	-
Vocal music	-	-	16	1	6	8	7	1	-	-	-	-	-	-
Reading	-	-	29	10	-	-	-	-	-	-	-	-	-	-
Spelling	-	-	29	10	-	-	-	-	-	-	-	-	-	-
Penmanship	-	-	6	-	21	7	2	3	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	1	-	4	-	3	-	2	-	-	-	-	-	-

Highbury (Metropolitan) Training College for Schoolmasters.

First Year { 51 Candidates.
51 Certificates.Second Year { 19 Candidates.
19 Certificates.Third Year { 1 Candidate.
1 Certificate.

Subjects of Examination.	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.		
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.
Religious knowledge	-	4	1	49	11	-	2	4	-	-	-	-	-	-	-	-	-	-	-	-	-
Liturgies and Church history	-	-	-	3	4	-	36	12	-	12	2	-	-	1	-	-	-	-	-	-	-
Evidences of Christianity (Students of 3rd year only)	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English grammar and composition	8	-	-	36	7	-	12	12	-	-	-	-	-	-	-	-	-	-	-	-	-
Geography and popular astronomy	-	1	-	8	6	-	38	12	-	4	-	-	1	-	-	-	-	-	-	-	-
History	-	-	-	8	5	1	23	12	-	16	8	-	4	1	-	-	-	-	-	-	-
School management	1	-	-	22	14	-	40	6	-	2	8	-	-	-	-	-	-	-	-	-	-
Arithmetic	6	-	-	22	14	-	15	5	-	7	-	-	1	-	-	-	-	-	-	-	-
Algebra (Students of 1st year only)	1	-	-	6	-	-	21	-	-	19	-	-	4	-	-	-	-	-	-	-	-
Euclid (Students of 1st year only)	18	-	-	17	-	-	8	-	-	7	-	-	1	-	-	-	-	-	-	-	-
Mechanics (Students of 1st year only)	6	-	-	16	-	-	20	-	-	8	-	-	-	-	-	-	-	-	1	-	-
Higher mathematics (Students of 2nd year only)	-	-	-	-	1	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physical science (Students of 2nd year only)	-	-	-	-	5	-	5	-	-	2	-	-	-	-	-	-	-	-	-	-	-
Higher Mathematics :- Pure (Students of 3rd year only)	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Applied (Students of 3rd year only)	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Book work (Students of 3rd year only)	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vocal music	1	1	-	11	8	-	34	7	-	2	3	-	-	-	-	-	-	-	3	-	-
Reading	-	1	1	13	2	-	34	8	-	4	7	-	1	-	-	-	-	-	-	-	-
Spelling	-	-	-	38	19	-	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pennmanship (Students of 1st and 2nd years only)	-	-	-	27	8	-	22	11	-	2	5	-	-	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd and 3rd years only)	-	2	-	-	11	1	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SALTLEY (Worcester Diocesan) Training College for Schoolmasters.

First Year { 27 Candidates.
18 Certificates.Second Year { 17 Candidates.
16 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	-	-	-	14	12	11	5	1	-	1	-	-	-
Liturgies and Church history	-	-	-	-	3	1	11	7	13	-	-	-	-	-
English grammar and composition	-	-	-	-	1	3	14	13	10	1	-	-	-	-
Geography and popular astronomy	-	-	-	-	3	11	15	6	8	-	-	-	-	-
History	-	-	-	-	2	-	12	11	8	6	5	-	-	-
School management	-	-	-	-	4	5	21	11	1	1	1	-	-	-
Arithmetic	-	-	2	-	5	7	9	9	5	1	5	-	1	-
Algebra (Students of 1st year only)	-	-	-	-	5	-	4	-	10	-	-	-	-	-
Euclid (Students of 1st year only)	-	-	3	-	5	-	12	-	4	-	1	-	2	-
Industrial mechanics (Students of 1st year only)	-	-	-	-	3	-	5	-	8	-	8	-	-	-
Higher mathematics (Students of 2nd year only)	-	-	-	-	2	5	-	3	3	3	-	-	-	-
Vocal music	-	-	-	-	2	1	14	3	6	6	1	-	2	-
Reading	-	-	-	-	8	7	13	9	6	1	-	-	-	-
Spelling	-	-	-	-	25	17	-	-	6	1	-	-	-	-
Pennmanship	-	-	-	-	14	2	13	10	1	5	-	-	-	-
Inspector's report (Students of 2nd year only)	-	1	-	-	10	-	5	-	-	1	-	-	-	-

WINCHESTER (DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 20 Candidates.
16 Certificates.

Second Year { 7 Candidates.
7 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge -	-	-	8	2	9	5	2	-	1	-	-	-	-	-
Liturgy and Church history -	-	-	2	-	10	1	6	5	1	1	-	-	-	-
English grammar and composition -	-	-	3	3	13	4	3	-	-	-	1	-	-	-
Geography and popular astronomy -	-	-	-	-	13	5	3	-	1	4	-	-	-	-
History -	-	-	-	-	3	3	11	2	1	1	1	-	-	-
School management -	-	-	3	17	3	1	1	2	-	-	-	-	-	-
Arithmetic -	-	-	4	6	8	1	5	-	3	3	-	-	-	-
Algebra (Students of 1st year only) -	-	-	-	-	4	-	13	-	3	-	-	-	-	-
Euclid (Students of 1st year only) -	2	-	5	-	6	-	3	-	1	-	2	-	-	-
Industrial mechanics (Students of 1st year only) -	1	-	3	-	6	-	4	-	5	-	-	-	-	-
Higher mathematics (Students of 2nd year only) -	-	-	-	1	1	-	1	5	-	-	-	-	-	-
Latin -	-	-	-	-	-	-	1	1	-	-	-	-	-	-
Vocal music -	-	-	5	2	6	2	5	2	1	1	1	-	-	-
Reading -	-	-	6	1	12	5	2	1	-	-	-	-	-	-
Spelling -	-	-	20	7	1	-	-	-	-	-	-	-	-	-
Pennmanship -	-	-	4	15	3	2	-	-	1	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	4	3	-	-	-	-	-	-	-	-	-

YORK (YORK AND RIPON DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 52 Candidates.
51 Certificates.

Second Year { 23 Candidates.
20 Certificates.

Religious knowledge -	-	1	30	13	20	9	2	-	-	-	-	-	-	-
Liturgy and Church history -	-	-	4	1	24	11	24	11	-	-	-	-	-	-
English grammar and composition -	1	-	15	2	30	17	6	4	-	-	-	-	-	-
Geography and popular astronomy -	1	-	19	8	31	14	1	1	-	-	-	-	-	-
History -	1	-	3	1	16	16	23	6	7	-	2	-	-	-
School management -	1	-	9	1	30	13	11	9	1	-	-	-	-	-
Arithmetic -	3	-	21	9	21	10	6	4	1	-	-	-	-	-
Algebra (Students of 1st year only) -	-	-	-	-	6	-	25	4	2	-	-	-	-	-
Euclid (Students of 1st year only) -	5	-	20	-	20	-	6	-	1	-	-	-	-	-
Industrial mechanics (Students of 1st year only) -	-	-	3	-	4	-	4	-	3	-	3	-	35	-
Higher mathematics (Students of 2nd year only) -	-	-	-	1	-	2	-	-	-	-	-	-	-	-
English literature (Students of 2nd year only) -	-	-	-	6	-	6	-	1	-	1	-	-	-	-
Latin -	-	-	-	7	-	4	-	7	-	-	-	-	-	-
Vocal music -	-	-	22	3	25	17	5	3	-	-	-	-	-	-
Reading -	-	-	30	8	15	13	7	2	-	-	-	-	-	-
Spelling -	-	-	41	23	8	-	3	-	-	-	-	-	-	-
Pennmanship -	-	-	14	-	23	17	10	6	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	1	-	14	-	-	2	-	6	-	-	-	-	-	-

APPENDIX B.

TABLE (A.)

Showing the Subject of the Lessons given by the Students in the different Church of England Training Colleges for Schoolmasters.

NAME of TRAINING COLLEGE.	Geography.	Common Things.	History.	Scriptural, or Moral.	Grammar.	Animals.	Plants.	Pure Chemistry.	Natural Philoso- phy, Mechanics, Hydrostatics, Optics.	Reading Lesson.	Arithmetic and Mensuration.	Euclid.	Political Economy.	Geometrical Drawing.
Battersea	7	6	4	1	1	7	4	9	2	1	1	1	1	1
Caernarvon	3	2	1	3	1	1	1	1	1	1	1	1	1	1
Caernarthen	3	2	1	1	1	1	1	1	1	1	1	1	1	1
Chelsea, St. Mark's	4	6	4	1	1	1	3	6	20	1	1	1	1	1
Cheltenham	8	13	1	1	1	3	1	1	2	1	1	1	1	1
Chester	2	4	1	1	2	1	1	4	2	1	1	1	1	1
Chichester	3	1	1	1*	1	1	1	1	1	1	1	1	1	1
Durham	9	5	3	1	1	1	1	1	1	1	1	1	1	1
Exeter	4	2	1	3	1	3	1	1	1	1	1	1	1	1
Highbury	1	6	1	1	1	11	7	1	1	1	1	1	1	1
Oxford	1	4	2	1	1	1	3	1	1	1	1	1	1	1
Winchester	4	3	3	2	1	1	1	1	1	1	1	1	1	1
Worcester	3	3	4	1*	1	1	1	4	2	1	1	1	1	1
York and Ripon	9	6	8	1	1	1	3	1	2	1	1	1	1	1

TABLE (B.)

Showing the Number of Persons engaged in Teaching in each College, with the Number of Resident Students, and the Total Number trained in the College since its Establishment.

	Battersea.	Caernarvon.	Caernarthen.	Chelsea, St. Mark's.	Cheltenham.	Chester.	Chichester.	Durham.	Exeter.	Highbury.	Oxford.	Winchester.	Worcester.	York and Ripon.
Number of persons engaged in teaching	9	7	-	14	8	10	4	5	7	9	5	6	6	6
Number of resident students (average of the year)	109	36	36	105	96	53	17	47	44	72	50	37	59	75
Total number educated in the college since its establishment	375*	142	-	356	423	443	126	166	160	202	109	204	-	-

For the first eleven years, the register was imperfectly kept. This No. refers to the number trained in the college since April 1851.

TABLE (C.)
Comparative Expenditure in the several Church of England Training Colleges for Schoolmasters, for 1858.

	Battersea.	Caer- narvon.	Caer- marthen.	Chelsea, St. Mark's.	Chelten- ham.	Chester.	Chichester.	Durham.	Exeter.	Highbury.	Oxford.	Win- chester.	Worcester.	York and Ripon.
Average number of Students in residence	109	36	36	146	96	58	17	47	44	72	56	37.75	59	75
Tuition	£ s. d. 1,355 0 0	£ s. d. 464 14 0	£ s. d. 625 0 0	£ s. d. 1,476 0 0	£ s. d. 1,125 6 9	£ s. d. 694 2 0	£ s. d. 284 19 6	£ s. d. 450 17 9	£ s. d. 459 4 0	£ s. d. 1,221 10 0	£ s. d. 560 0 0	£ s. d. 456 5 0	£ s. d. 563 13 0	£ s. d. 855 0 0
Cost of supporting ing Schools, after deduct- ing salaries, fees, and ser- vants' wages, and ser- vants' wages	60 0 0	-	-	70 13 5	64 4 11†	30 2 10	-	50 19 4	68 0 4	149 16 5	70 15 5	-	4 0 10	-
Fuel and lights	2,097 5 7	491 1 11	690 19 10	2,492 14 7	1,499 7 8	1,640 14 8	483 8 2	784 2 14	805 9 5	1,383 2 8	702 15 6	1,219 16 5	1,225 5 9	1,225 5 9
Other housekeeping expenses	150 7 0	69 16 3	136 11 11	377 2 6	146 14 10	-	67 1 6	63 2 0	83 17 2	133 12 6	50 12 6	93 8 4	135 12 5	135 12 5
Medical attendance	93 1 2	21 15 2	95 3 10	187 8 8	-	5 0 0	23 1 04	76 15 10	94 9 11	124 8 8	1,368 0 0	25 14 8	76 9 8	76 9 8
Books, apparatus, printing, &c.	50 0 0	7 13 6	30 0 0	71 10 4	12 10 0	-	8 0 0	11 10 9	-	35 8 7	-	11 1 0	9 6 0	41 2 10
Rent, rates, taxes, and in- surance	130 0 1	86 9 6	29 7 2	233 11 2	91 13 6†	40 16 6	13 5 8	46 2 94	91 19 0	120 18 5	75 0 0	95 0 0	120 14 11	90 6 1
Garden, farmhouse, &c.	392 15 0	14 3 2	56 12 2	308 1 7	132 17 1	31 8 0	29 12 7	36 16 7	91 9 2	51 15 1	44 12 8	0 9 9†	81 8 4	104 19 5
Other current expenses	194 13 0	-	-	78 7 2	16 12 0	3 2 0	6 10 0	14 6 10	65 2 4	-	12 13 11	23 8 3	24 8 1	24 8 1
Total current expenditure	1,929 8 104	1,833 6 6	5,559 15 8	3,580 8 84	3,580 8 84	1,993 0 4	875 1 54	1,666 4 3	1,989 9 2	3,325 4 10	2,298 8 1	1,319 0 7	2,247 14 1	3,077 15 4
Average per student	47 2 4	36 13 6	51 10 0	29 19 0	37 6 0	37 12 0	51 9 5	35 9 0	45 4 0	46 2 6	39 19 5	34 18 0	38 2 0	40 14 0†
Expenditure for additional buildings	232 6 10	1,122 14 7	-	622 9 5	-	-	-	448 8 0	66 13 0	803 10 0	-	343 2 11	5,570 13 7	850 0 0†
Other expenses, not being current expenses	221 6 10	281 17 1	-	89 9 9	162 9 0	79 16 2	-	-	20 10 10	102 5 0	-	73 9 8	71 17 2	163 16 11
TOTAL EXPENDITURE	5,580 10 7	2,755 0 64	1,833 6 6	6,264 14 10	3,742 17 84	2,072 16 6	875 1 54	2,114 12 8	2,076 18 0	4,780 19 10	2,298 8 1	1,733 13 2	5,890 4 10	4,093 12 3

* The Bishop gave the building, and 76l. a year towards the taxes.

† In forming this average, the gain from the Practising School is first taken from 3,077l. 15s. 4d., reducing it to 3,050l. 13s.

‡ Including 429l. grant from Committee of Council.

TABLE (E.)

Showing the Proportions of the Income of the Church of England Training Colleges for Schoolmasters, contributed from different Sources, for the Years 1854, 1856, 1857, 1858. This relates only to *Current* Expenditure in 1858.

Year.	Total Income.		Sources of Income.			Proportion per Cent. of Income supplied by		
	£	s. d.	Government Grants.	Students' Payments.	Other Sources.	Government Grants.	Students.	The Efforts of the Church.
1854	20,625	12 9	10,808 15 0	5,505 19 6	13,310 18 3	35.5	18.6	44.9
1856	24,863	17 8	16,290 11 8	4,020 10 6	14,558 15 6	46.7	11.5	41.8
1857	37,353	3 6	20,615 2 9	3,041 9 0	13,698 11 9	55.2	8.1	36.7
1858	39,568	4 2	25,450 3 4	1,976 10 6	12,141 10 4	64.3	5	30.7

TABLE (F.)

Showing how much of the Cost of a Student in each Training College was owing to Tuition, Keep, and General House Expenses, in 1858.

NAME of TRAINING COLLEGE.	Number of Students.	Actual Amount of Expenditure under Three Heads, and in the Aggregate.			Amount of Annual Cost per Student under each Head, and in the Aggregate.			Per-centage of Total Expense under each of the Three Heads.		
		Tuition and other Expenses of Instruction.			I.			II.		
		Board, Fuel, and other Expenses of Keep.			II.			III.		
		I.	II.	III.	I.	II.	Total.	I.	II.	III.
Battersea	109	£ 1,525 0 1	£ 2,900 13 9	£ 710 3 1	£ 5,135 16 11	£ 47 2 0	£ 26 12 0	30	53	14
Caernarvon	86	£ 554 3 6	£ 590 6 04	£ 178 19 4	£ 1,323 8 104	£ 16 7 6	£ 16 7 6	42	43	13
Caernarvon	86	£ 554 3 6	£ 590 6 04	£ 178 19 4	£ 1,323 8 104	£ 16 7 6	£ 16 7 6	35.3	51.4	13.3
Chelsea, St. Mark's	105	£ 1,779 4 5	£ 3,151 16 1	£ 246 3 9	£ 5,176 4 5	£ 49 2 0	£ 29 16 6	32	56	12
Cheltenham	96	£ 1,291 4 5	£ 2,038 12 6	£ 643 15 0	£ 3,972 12 1	£ 41 10 0	£ 21 9 0	36	57	7
Chichester	53	£ 744 1 4	£ 1,054 14 8	£ 240 11 9	£ 2,038 12 6	£ 38 12 0	£ 19 8 0	37	53	10
Chichester	17	£ 298 5 2	£ 531 10 8	£ 194 4 4	£ 1,363 10 4	£ 19 8 0	£ 19 8 0	34	61	5
Durham	47	£ 577 19 10	£ 935 13 8	£ 153 13 8	£ 1,665 4 1	£ 36 10 0	£ 18 17 0	35	56	9
Exeter	44	£ 617 13 4	£ 983 16 6	£ 387 17 4	£ 1,988 9 2	£ 45 4 0	£ 22 7 0	31	49.5	19.5
Highbury (Metropolitan)	72	£ 1,492 4 10	£ 390 13 0	£ 390 13 0	£ 2,272 7 10	£ 31 10 0	£ 26 19 0	33	51	16
Oxford (Culham)	56	£ 705 15 5	£ 1,388 0 0	£ 144 12 8	£ 2,238 8 1	£ 40 10 0	£ 24 15 9	32	62	6
Winchester	37.75	£ 491 5 0	£ 764 9 0	£ 65 6 1	£ 1,319 0 7	£ 34 18 0	£ 20 5 0	37	58	5
Worcester Diocesan (Saltley)	59	£ 693 8 9	£ 1,354 5 5	£ 199 19 11	£ 2,247 14 1	£ 38 2 0	£ 23 19 6	31	60	9
York and Ripon Diocesan	75	£ 1,013 1 3	£ 1,778 10 8	£ 253 13 7	£ 3,050 13 0	£ 40 14 0	£ 23 14 0	34	53	8

TABLE (G.)

Showing the Number of Students who left each Church of England Training College for Schoolmasters at Christmas 1857, 1858, with the average Amount of the Salaries which they were to receive in the Places to which they were appointed.

	Batter- sea.		Caernar- von.		Caernar- then.		Cheltenham.		Chelsea, St. Mark's.		Chester.		Chichester.		Exeter.		Durham.		Highbury.		Oxford.		Winches- ter.		Worcester.		York and Ripon.	
	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.	Number of Students.	Average Salary of Students.
1	6	60	5	40	3	—	11	—	6	65*	4	—	1	—	0	—	4	54	6	68	3	50	1	46	6	55	4	60
2	52	60	6	45	19	—	37	—	36	65*	10	—	1	52*	6	51	12	64	23	69	6	54	6	55	7	65	14	67
3	2	60	1	50	3	—	0	—	2	65*	0	—	—	—	3	55	0	—	1	90	2	50	1	50	3	75	0	—
4	8	60	13	40†	4	—	8	71*§	12	65*	9	—	2	35*	2	62	3	50	0	—	3	—	5	45	8	50	11	52
5	45	60	3	50	12	—	37	71*§	39	65*	16	—	4	56*	13	52	21	53†	25	69	9	55	17	47	19	60	26	65
6	2	60	2	50†	2	—	2	71*§	5	65*	6	—	—	—	3	47	—	—	2	90	5	47	0	—	0	—	1	—

* With house.

† Not reported.

‡ Diminished by two unfavourable cases.

§ From these averages two cases are excluded, of men who obtained Indian appointments of 240*l.* and 140*l.* respectively, with board and lodging.

|| Not placed.

1. Number of students who left the college at Christmas 1857 after a residence of one year.
2. Number of students who left the college at Christmas 1857 after a residence of two years.
3. Number of students who left the college at Christmas 1857 after a residence of three years.

4. Number of students who left the college at Christmas 1858 after a residence of one year.
5. Number of students who left the college at Christmas 1858 after a residence of two years.
6. Number of students who left the college at Christmas 1858 after a residence of three years.

REPORT on the CHURCH OF ENGLAND TRAINING COLLEGES for
SCHOOLMISTRESSES, by Her Majesty's Inspector of Schools,
the Rev. F. C. COOK, M.A.;—for the Year 1858.

MY LORDS,

THE training colleges for schoolmistresses are proceeding in a satisfactory manner, and the primary objects of education are clearly recognized and steadily pursued by the managers of these institutions.

The following Table shows the number of students now under instruction, and of teachers who have been trained in these colleges:—

Name of Training College.	Accom- moda- tion for	In Residence Lady-day 1858.		Left between Lady-day 1857 and Lady-day 1858.		Admitted between Lady-day 1857 and Lady-day 1858.		Total Number trained since first Estab- lishment.		Date of Estab- lish- ment.
		Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	
Bishop's, Stortford	57	47	10	10	3	29	4	54	15	1852
Brighton	45	28	17	2	19	19	13	9	86	1842
Bristol and Gloucester	75	41	28	10	12	21	26	18	26	1853
Cheltenham	59	58	1	24	3	27	5	102	249	1847
Derby (Lichfield Dioc- cesan).	40	31	9	9	10	14	5	33	55	1851
Home and Colonial School Society's.	191	130	42	58	39	79	42	269	2,200	1836
Norwich	40	36	3	9	18	36	2	39	406	1840
Salisbury	60	50	10	16	5	24	6	102	270	1841
Truro	24	6	15	-	3	6	17	-	-	1858
Warrington	94	61	29	37	11	42	24	99	304	1844
Whitelands	108	105	1	48	6	55	1	168	817	1841
York and Ripon	34	25	9	7	4	16	10	29	206	1846
Total	827	619	174	230	133	368	155	922	4,036	—

The comparison between these results and those of former years will show the steady progress of the institutions.

The accommodation for students has increased:—

In 1855	-	-	-	-	567
1856	-	-	-	-	783
1857	-	-	-	-	790
1858	-	-	-	-	827

In the course of 1858 a new college has been opened at Durham. I visited it last autumn. It is well built, the

arrangements are generally very good, and it will be organized on an efficient system. The same remarks apply to the college at Truro, which was also finished this year, but was not occupied by students at the date of my visit.

The numbers in residence have increased at the following rate :—

Years.	Queen's Scholars.	Other Students.	Total.
1855 - -	351	85	436
1856 - -	346	179	525
1857 - -	408	277	685
1858 - -	618	174	792

In the course of the present year there is no doubt that all these institutions will be quite full.

It is now a question of great importance whether it may be advisable to encourage the erection of new training colleges for mistresses. From these returns it is evident that there will be sufficient candidates for admission, if even two additional institutions should be opened within twelve months; and, moreover, that unless such accommodation is provided, a large number of pupil-teachers who pass the examination for Queen's scholarships will be disappointed in their reasonable expectations, and either take charge of schools without that complete training which is indispensable to their efficiency, or leave the course of life for which they have been specially educated. Another perhaps not less serious evil will be that young women who have not been apprenticed in National schools will be altogether excluded from the colleges. It will be observed that the numbers of such students has *decreased* considerably since 1857. This I consider to be a real loss. With due care in the selection, the admission of a fair proportion, about one third, tends to raise the tone of the institutions, and to exercise a beneficial influence upon the other students.

The only objections to the increase of the colleges which deserve consideration are, the probability of exceeding the demand, and the question whether the training is precisely that which is best adapted for the wants of the community.

There are not sufficient data to ascertain what number of trained schoolmistresses may be required annually for England and Wales; but, whatever that number may be, there cannot be the least doubt that it far exceeds 363, the number which actually went forth last year. The managers are generally compelled to refuse a large number of applications,

and it is still a common and not ill-grounded complaint that the training colleges do not supply an adequate number of teachers for the districts in which they are situated.

It may be regarded as a certain fact, that there is, on the one hand, a sufficient number of candidates to fill a much larger number of training colleges than are now in existence, and, on the other hand, a demand for teachers trained in these colleges far exceeding the number which they can supply. The demand may be, and probably is stimulated by the conditions upon which annual grants are made to elementary schools by the Government, but no relaxation in those conditions would materially affect the proportions. The fact of the demand has an obvious bearing upon the further question, whether the training at present given in the colleges does, upon the whole, meet the wants of the country and the reasonable expectations of school managers. That, of course, has been present to my mind as the *one* great question on every visit which I have made to a training college since my first appointment. The reports which I have annually presented have been carefully prepared with reference to it. In the following observations I can do little more than restate, with some additions and modifications, remarks which I have frequently had occasion to submit to your Lordships' notice.

One point should be borne in mind by all who would form a correct estimate of the objects and results of the training of female teachers. The system has been established by persons who were most deeply interested in the practical success of elementary education. It did not originate, nor has it been carried on by any central authority. The movement in the various districts where training colleges have been founded has been truly spontaneous. The managers of schools found it impossible to procure mistresses sufficiently educated to teach the most elementary subjects with intelligence. The few mistresses who were tolerably well educated were unacquainted with the best methods of teaching, and with the principles on which those methods are based. At a very considerable cost, and in the first instance without aid from the Government, institutions were founded in which the want might be practically supplied, good instruction be given to the students, and a knowledge of school organization systematically inculcated. The system generally adopted had direct and special reference to the duties of the position in which the teachers would hereafter be placed. It has certainly worked well hitherto; and I believe that the deficiencies, which still must be admitted to exist, depend upon external causes, upon the social habits of the classes to which the students generally

belong, and upon inherent difficulties which beset most undertakings of great importance.

The course of training may be considered under two heads:

1. The practical and theoretical instruction in all matters connected with school management; 2. The formation of character.

1. In every institution lectures upon every subject connected with school-keeping are given by persons, who for the most part are thoroughly conversant with the principles and practical work of elementary education. This duty is performed either by a member of one of our Universities, or by lecturers, some of whom have passed an examination under the Committee of Council on Education; or by governesses, who are generally quite competent to do the work efficiently. These lectures have always been regarded by the managers as one of the most important features in the system. I can report, with great confidence, of the talent of the lecturers, and of the effect upon the students. In nearly every instance the syllabus of the lecturer contains minute and clear directions for methodical teaching. Some of the lecturers are evidently conversant with the principles of mental and ethical philosophy, to which all processes of method must ultimately be referred. There has been, moreover, a progressive improvement. On the one hand, the practical directions are become more definite and complete; on the other hand, the fundamental principles are brought out with greater clearness, and evidently contribute greatly to form and develop those habits of thoughtful observation which ought to characterize teachers who have enjoyed the advantage of systematic training.

2. The students pass a very considerable portion of their time in the practising and model schools. No institution is now without one or the other. Some have both. At White-lands and at the Home and Colonial there are complete sets of both kinds of schools, each with a large number of children at every age, from two to sixteen years, and in every stage of progress. The organization, though less complete, is extensive and efficient at Cheltenham, Warrington, Norwich, Derby, and indeed in all but one or two institutions, where the deficiency will ere long be supplied. These schools are sometimes for girls exclusively, sometimes for boys and girls, commonly called mixed schools. The latter is perhaps upon the whole the more advantageous form of practising schools for training institutions. Many of the students will have to take charge of schools in small agricultural parishes, in which boys under eleven, and girls to twelve or thirteen years of age, are generally educated together. Teachers, who have passed a good deal of

time, under competent superintendence, in a mixed school, will of course find no difficulty in managing a girls' school, whereas those who have seen girls' schools only, may be considerably embarrassed in dealing with boys and girls.

This consideration has determined the managers of some institutions, in which the circumstances of the neighbourhood made it practicable, to have boys and girls instructed together in all their schools. In other colleges the students are admitted to good infant schools, in which, of course, children of both sexes under seven years are instructed together.

Great care is now generally taken to give efficiency to this most essential part of the training system. The students are instructed beforehand in the principles and methods of teaching each elementary subject. This is done by the mistress of method or by the lecturer. They also watch the elder students who are teaching in the schools, and they prepare in some institutions a full and exact report of the lessons, which they are thus enabled to observe. Before they take charge of a class, it is their duty to ascertain the age of each child, the time during which it has attended school, and also the general proficiency of the children in all subjects of instruction. While engaged in teaching, so far as is practicable, they are superintended by the mistress of method; faults or omissions are noted down; and at a convenient time their lessons are afterwards made the subject of a searching criticism. The notes prepared by the junior student supply the requisite data for criticising those lessons or parts of lessons which may not have come directly under the notice of the lecturer. In those institutions where this system is worked with due care and skill, the results are of great practical value. I find a considerable improvement every year, and have reason to feel satisfied with the frank and cordial spirit in which any suggestions, which I have felt myself justified in making, have been received.

It is probable that a very considerable effect will be produced by an alteration in the system of marks for the next Christmas examination, with reference to the papers on school management. Hitherto the practical skill of the students has been estimated solely and entirely on the Inspector's report upon a collective lesson of twenty-five to thirty minutes given in his presence. The test is a good one as far as it goes. We can judge with tolerable certainty whether a student has the cultivation of mind, the aptitude for teaching and governing children, which are the most essential requisites in a school-mistress. But points of very great importance necessarily escape our observation. It has therefore been proposed, with

the entire and hearty concurrence of the Principals, to make the number of marks awarded for the written papers on school management depend to a very considerable extent upon certificates, to be signed by the mistress of the practising school, or other officer responsible for the practical instruction of the students in the art of teaching, and countersigned by the superintendent of the college, stating that they are satisfied with the aptitude and proficiency of the students as practical teachers.

The value of the certificates must of course be much higher when the system is complete and efficient. Where serious deficiencies still exist, it is clear that measures should be taken for supplying all that is requisite without any delay.

THE COURSE OF INSTRUCTION may be fairly represented as complete and sufficient, including all that is required in teachers of elementary schools, and not including any branch of knowledge which is open to reasonable objection as superfluous, or unfitting the station and duties to which these young women will be called.

The results of the examinations for the last few years prove that the papers are not too difficult. The failures are remarkably few, while the number of those who have good or fair certificates is quite as large as could be reasonably expected. The following Tables show the general character of the papers written by the students in each subject at the last Christmas examination :—

FIRST-YEAR STUDENTS.

Name of Training College.	Holy Scriptures.	Catechism, Liturgy, &c.	English Grammar.	Geography.	English History.	School Management.	Domestic Economy.	Arithmetic.	Needlework.	Vocal Music.	Reading.	Spelling.	Pennmanship.	Notes of Lesson.	No. of Candidates.	Number Classed.
Bishop's Stortford	G.	F. F. G.	G. F.	G. V.G.	F. F. F. F.	F. F. F. F.	M. P. F.	F. G.	F. G.	F. M.	G. F.	G. G. G.	F. F. F.	F. F.	39	30
Brighton	G.	F. G.	F. F.	V.G.	F. F. F. F.	F. F. F. F.	P. F.	F. G.	F. G.	P. F.	F. F.	G. G. G.	F. F. F.	F. F.	26	22
Bristol and Gloucester	G.	F. G.	F. F.	V.G.	F. F. F. F.	F. F. F. F.	M. M.	V.G.	F. G.	P. F.	F. F.	G. G. G.	F. F. F.	F. F.	53	38
Cheltenham	F. G.	F. G.	F. G.	V.G.	F. F. F. F.	F. F. F. F.	M. G.	F. G.	F. G.	F. F.	F. F.	G. G. G.	F. F. F.	F. G.	32	32
Derby	G.	F. G.	F. G.	V.G.	F. F. F. F.	F. F. F. F.	M. G.	F. G.	F. G.	F. F.	F. F.	G. G. G.	F. F. F.	F. G.	21	15
Home and Colonial	G.	F. G.	F. G.	V.G.	F. F. F. F.	F. F. F. F.	F. G.	V.G.	V.G.	F. F.	F. F.	G. G. G.	F. G. F.	F. G.	79	77
Norwich	G.	F. G.	F. G.	V.G.	F. F. F. F.	F. F. F. F.	F. G.	F. G.	F. G.	F. F.	F. F.	G. G. G.	F. G. F.	F. G.	27	27
Salisbury	G.	F. G.	F. G.	V.G.	F. F. F. F.	F. F. F. F.	F. G.	F. G.	F. G.	F. F.	F. F.	G. G. G.	F. G. F.	F. G.	43	40
Tuoro	G.	F. G.	F. G.	V.G.	F. F. F. F.	F. F. F. F.	P. F.	F. G.	F. G.	F. F.	F. F.	G. G. G.	F. G. F.	F. G.	11	6
Warrington	V. G.	V. G.	G. F.	V.G.	F. G. F. F.	F. G. F. F.	F. F.	G. F.	F. G.	M. M.	F. G.	G. G. G.	F. G. F.	F. F.	48	44
Whitlands	G.	F. F.	F. F.	G. F.	F. G. F. F.	F. G. F. F.	F. F.	F. G.	F. G.	G. F.	G. G.	G. G. G.	F. G. F.	F. F.	53	50
York and Ripon	G.	F. F.	F. F.	G. F.	F. G. F. F.	F. G. F. F.	F. F.	F. G.	F. G.	G. F.	G. G.	G. G. G.	F. G. F.	F. F.	23	23

SECOND-YEAR STUDENTS.

Name of Training College.	Holy Scriptures.	Catechism, Liturgy, &c.	English Grammar.	Geography.	English History.	School Management.	Domestic Economy.	Arithmetic.	Needlework.	Vocal Music.	Reading.	Spelling.	Pennmanship.	Essay.	Inspector's Report.	No. of Candidates.	Classed.		
																	1.	2.	3.
Bishop's Stortford	G.	F. G.	G. G.	G. F.	F. F.	F. F.	M. F.	F. G.	G. V.G.	F. F.	G. G.	G. G. G.	F. F. F.	F. F.	V. G.	13	8	5	3
Brighton	G.	F. G.	F. G.	F. F.	F. F.	F. F.	F. F.	F. G.	F. G.	F. F.	G. G.	G. G. G.	F. F. F.	F. F.	G. G.	8	5	7	1
Bristol and Gloucester	F. G.	G. G.	F. G.	G. F.	F. F.	F. F.	F. F.	V.G.	F. G.	F. F.	G. G.	F. G. G.	F. F. F.	F. F.	G. G.	10	19	17	2
Cheltenham	V. G.	G. G.	F. G.	G. F.	F. F.	F. F.	F. F.	V.G.	G. G.	M. M.	G. G.	F. G. G.	F. F. F.	F. F.	P. G.	29	17	17	3
Derby	G.	G. G.	F. G.	G. F.	F. F.	F. F.	F. F.	G. G.	G. G.	F. F.	G. G.	G. G. G.	F. F. F.	F. F.	V. G.	43	17	17	3
Home and Colonial	F. G.	G. G.	F. G.	G. F.	F. F.	F. F.	F. F.	F. G.	G. G.	F. F.	V. G.	G. G. G.	F. F. F.	F. F.	V. G.	43	14	27	2
Norwich	G.	G. G.	F. G.	G. F.	F. F.	F. F.	F. F.	V.G.	G. G.	F. F.	G. G.	G. G. G.	F. F. F.	F. F.	G. G.	7	3	10	1
Salisbury	G.	G. G.	F. G.	F. F.	F. F.	F. F.	F. F.	V.G.	G. G.	P. F.	G. G.	G. G. G.	F. F. F.	F. F.	G. G.	14	10	10	2
Warrington	G.	V. G.	F. G.	F. F.	F. F.	F. F.	F. F.	G. G.	G. G.	F. F.	G. G.	G. G. G.	F. F. F.	F. F.	G. G.	27	4	21	4
Whitlands	V. G.	V. G.	F. G.	F. F.	F. F.	F. F.	F. F.	G. G.	G. G.	F. F.	G. G.	G. G. G.	F. F. F.	F. F.	G. G.	47	14	29	4
York and Ripon	G.	G. G.	F. F.	F. F.	F. F.	F. F.	F. F.	V. G.	G. G.	P. F.	V. G.	G. G.	F. G. G.	F. F.	G. G.	8	1	7	1

N.B.—The marks signify—V.G. very good; G. good; F.G. between fair and good; F. fair; P.F. between fair and moderate; M. moderate, or tolerably satisfactory.

In accordance with instructions received towards the end of last year from your Lordships, I have prepared a syllabus for the future course of instruction. This was founded entirely upon my observations of the system which has now been for some years in operation. A brief analysis of its contents will give a fair idea of the real nature of the instruction now received by students.

HOLY SCRIPTURE.

In the first year the students are thoroughly instructed in one of the books of the Pentateuch, in the leading facts of the Old Testament, and the principal types and prophecies referring to our Lord. In the New Testament they learn one Gospel perfectly, and the first part of the Acts of the Apostles. In the second year they have in addition to one gospel, and the whole of the Acts, a considerable portion of Isaiah and one Epistle.

This scriptural instruction lays a firm and broad foundation. The papers which I revised this year were remarkably good in many instances. It will be observed that the general mark for this exercise in the case of second-year students is *good*, and never falls short of *fair* in either year, and I am of opinion, that even greater accuracy will be secured in future.

THE CATECHISM, the history and contents of the Prayer Book, and the most important events in the history of our own Church completes the course of religious training. General Church history has been omitted, notwithstanding the strong wish expressed by some of the principals that it should be retained. I omitted it on the ground that a superficial knowledge of the subject would be useless, while a course of lectures really valuable would occupy more time than can fairly be devoted to a subject not required for elementary schools.

THE ELEMENTS OF ENGLISH GRAMMAR.

The analysis of sentences and syntactical parsing will be required for both years, and also a paraphrase from a book of English poetry selected previously. I propose to omit the questions on the general history of English literature, on account of the extent and difficulty of the subject. It seems far better that one book should be learned thoroughly. In the course of next year it may be possible to fix upon a good work in prose, but while all the managers are agreed as to the advantage of having a definite limit for the exercises in reading, they have not hitherto come to an understanding as to what book is best adapted for the purpose. All of the students learned some poetry by heart this year, many of them considerable portions. The superintendents are quite

unanimous in the opinion that this exercise has been of the very greatest benefit to the students. It has improved their composition, enriched their vocabulary, and supplied to a considerable extent the deficiencies of their early education. One of the most serious mistakes in the system of elementary instruction has been the discouragement of what is called learning by rote. In the paper on school management this last year, the students themselves speak very strongly of the pleasure and profit which they have derived from storing their minds with beautiful passages from our great writers.

ENGLISH HISTORY, with the exception of a few questions on those elementary facts which ought to be familiar to every educated person, will henceforth be confined to one period.

The lectures on this subject are remarkably good in many of the colleges. I hope that the students will read one good work upon the period selected for examination, and that without spending too much time upon this subject, they will acquire the habit of reading history with intelligent interest.

GEOGRAPHY.

The British empire, Europe and one other quarter of the World, in the second year will be carefully studied. Map-drawing will receive special attention. Questions on the chief phenomena of physical geography will be set for second-year students. The subject is far less difficult than seems to be supposed by many who look at the question without referring to the text-books now commonly used even in elementary schools, while it is admitted by all persons practically conversant with these matters to be the most interesting, and in many respects, one of the most instructive branches of education.

ARITHMETIC.

The objects of every examination in this subject are to ascertain whether students thoroughly understand the principles of, and can be depended upon for practical accuracy in working problems in each of the elementary rules. With less than this, no mistress can teach her apprentices, or even the first class of a good school. It is important to remark that no more, so far as regards the *extent* of the examination, is required of second-year students than of pupil-teachers before the termination of their apprenticeship. The marks given at the last examination prove that arithmetic is now thoroughly well taught in most institutions; the average mark is above *good*; none fall short of *fair*.

The exercises in drawing and vocal music are regulated by the practical purposes to which these subjects may be applied.

DOMESTIC ECONOMY.

I have reserved my remarks on this subject because I am able to submit to your Lordships a complete statement of the mode in which the students are now practically instructed in all industrial and economical matters. Hitherto, we have had no means of testing the knowledge of the students than those supplied by the inadequate and unsatisfactory results of a written examination. I propose that in future only a percentage of the number of marks assigned for this subject shall be granted, unless the candidate is certified by the superintendent to be practically conversant with the various details of house-work.

It appeared desirable, before determining this point, to collect a complete account of what is now done from the superintendents, and to request their opinion as to whether they could undertake the responsibility of furnishing such reports as may be called for. In the following pages their answers are tabulated.

RETURNS AS TO INSTRUCTION IN DOMESTIC ECONOMY.

BISHOP'S STORTFORD.

QUESTIONS.	ANSWERS.
In practical instruction in domestic economy systematically given?	No; excepting with tolerable system in laundry-work.
By whom are the students instructed in these matters?	By the laundress in the laundry-work.
Are the students employed in the kitchen?	No; at the opening of the institution the students were employed by turns in the large kitchen. This was discontinued, as it was found that the scale on which the cooking was necessarily conducted was not adapted to train the students practically in cooking for their own future requirements. This was pointed out by the present superintendent, Mrs. Bush, and at her suggestion a small kitchen was fitted up, containing only such appliances for cooking as would probably be found in the house of a schoolmistress. In this kitchen the second-year students were instructed in groups of four at a time by the superintendent, between 12 and 1 on three days in the week. This was discontinued, as it was found that it was quite incompatible with the proper discharge of the other essential duties of the superintendent; that the time devoted to this work was found insufficient for practical utility; and that no additional time could be devoted to it without injury to other work.
By whom are they superintended while so employed?	
What number of hours are so employed by each student upon the average?	
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	A kitchen was specially arranged, but it is not at present in use.

Returns as to Instruction in Domestic Economy.—Bishop's Stortford—*cont.*

QUESTIONS.	ANSWERS.
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	No; the model kitchen does not.
Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	Yes; students employed in it are employed in turn; each has one hour a week. Work actually done:—1. Washing lighter articles; 2. Starching; 3. Ironing lighter articles and their own dresses.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	Yes; 1. Patent mangle; 2. American washing machine; 3. Patent hot drying closet; 4. Stove for heating irons; 5. Hot and cold water laid on; 6. Copper furnaces..
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	No; not as to cooking; with fair accuracy as to washing.
What other household work is done by the students, at what hour, and under what superintendence?	Each student makes her own bed, dusts and arranges her own dormitory daily. Each student thoroughly sweeps and cleans her own dormitory every Saturday. In addition to this, the students are divided into classes for the daily sweeping and dusting of the training-room and class-rooms. The students prepare their own table for meals, and wait on each other. They also wash up all the plates, cups, and saucers, used at each meal, excepting on Sundays. Time so employed—daily, 7.15 to 8.0 a.m.; weekly, Saturdays, 8.0 to 9.45 a.m. The general result is ascertained by the superintendent, and it was decided about a month since to mark a daily record, commencing from January 1859, of the manner in which these several duties are performed. This record will have great weight in deciding whether the superintendent should give or withhold the certificate required of the Domestic Economy Paper.

BRIGHTON.

Is practical instruction in domestic economy systematically given?	Yes.
By whom are the students instructed in these matters?	The superintendent and servants under her direction.
Are the students employed in the kitchen?	Yes.
By whom are they superintended while so employed?	By the superintendent.
What number of hours are so employed by each student upon the average?	Three hours in the month. The students are allowed to come into the kitchen at odd times to learn as much as they can. The student on kitchen duty for the week attends on the sick (when there are any), under the superintendent. That in which the food of the students is prepared. The students, when in the kitchen, assist in preparing the ordinary meals; they learn also to cook small dishes for themselves, and during their week they make one gallon of flour into bread.
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	Yes; there is a kitchen, with ovens for baking, and a constant supply of hot water; besides a copper, and a sufficient number of pans and kettles for a large household.
Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	There is a laundry in the institution, and the students are employed in it. Each student is employed one hour a week in ironing and starching. The superintendent does not consider it advisable for the students to wash; the exertion would unfit them for study, in particular for writing or drawing.

Returns as to Instruction in Domestic Economy.—Brighton—*cont.*

QUESTIONS.	ANSWERS.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	Yes; it is fitted up with drying closets, and an ironing stove.
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	Yes; she could say which student seems to have the best idea of cooking, and to have profited most by the instruction afforded. None can, of course, attain to any great proficiency.
What other household work is done by the students; at what hour, and under what superintendence?	The students do all the work in their dormitories, except the scrubbing, sweep and dust the lecture and dining rooms, lay the tables for their own meals, wash their breakfast and tea things, drinking cups, and spoons and put them away. Each student cleans her own knife and fork and shoes. They dust the two corridors and the governess's three sitting rooms, and light the gaslights. Most of the dormitory work is done in the morning before they come down stairs, which is at 7 o'clock. From 8 to 9 o'clock they breakfast, wash the tea-things, finish their bed-room, and dust. One hour and a-half is allowed for dinner, which gives ample time for washing the cups and each student cleaning her own knife and fork. Every week a list is made out for the students' household occupations. Two students are assigned to the lecture-room, two to the dining-room, five for the tea-things, &c.; so that there are always some who are free from any duties beyond their own apartment and knife and fork. Every Saturday the students reckon over to the superintendent the crockery, spoons, &c. under their charge, and account for anything which may be missing. The students then also give in the dirty cloths and dusters used during the week, and receive from the superintendent the clean ones.

BRISTOL, GLOUCESTER, AND OXFORD.

Is practical instruction in domestic economy systematically given?	Yes.
By whom are the students instructed in these matters?	Practical cooking is taught by the cook, and ironing, with the getting up of linen, by the laundry maid; in both cases the teaching is under the general supervision of the superintendent. The cook and laundry maid are both superior and thoroughly trustworthy servants. As persons holding responsible situations, they receive good wages, and have been in the institution since it was first opened.
Are the students employed in the kitchen?	Yes.
By whom are they superintended while so employed?	By the cook and the superintendent.
What number of hours are so employed by each student upon the average?	About twelve hours per quarter, at least. By this it is meant that twelve hours are spent by each student in the actual preparation of food with her own hands, independently of all other domestic work whatsoever. To explain this, it may be observed that the students in this institution are divided into four classes, and one class is employed for the whole of the week in practical work. Of this class, one third goes to the girls' practising school, one third to the infants' school, and the remaining third is engaged in the kitchen and sewing room. Each student is therefore in the kitchen one week during the quarter. During this week a student's duties are to lay and clear the tables; to clean the hall; to wash up the crockery; and to assist in the making of the bread, and in preparation of the dinner and other meals. Students in the second year, as often as opportunity offers, prepare small dinners for themselves (<i>i.e.</i> for six or seven persons); when this is the case, they weigh out the materials according to the number for whom the dinner is to be prepared, cook them, and calculate the cost.
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	There is but one kitchen for cooking.

Returns as to Instruction in Domestic Economy.—Bristol, Gloucester, and Oxford—*cont.*

QUESTIONS.	ANSWERS.
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	The kitchen range consists of a close stove, with an oven on each side and a boiler. There are also steamers in the kitchen, but not being found convenient, they are not used; consequently there is nothing, except that the scale is larger, that ought not to be found in the cottage of the labouring man.
Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	There is a laundry, and the students are employed in it. Each student is in the laundry for one hour and a half every alternate Thursday, and during this time she is expected to iron the personal linen of two students, and to take her part in the mangling. During the summer months each student irons her own washing dresses at some hour that may be convenient. This is in addition to the other ironing. The laundry contains ironing boards, boards for ironing dresses, and a stove for heating irons, and a mangle. Instead of these, a cottager's wife would use her common table for ironing, and her ordinary fire for heating the irons.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	Yes; the cook and laundry maid make a return every week as to the general attention and conduct of the students while they are under their charge. The superintendent believes that a fair approximation may be made towards certifying the relative proficiency of each student in both the subjects mentioned. Prizes have been given during the last two years, and will continue to be given, for attention and proficiency in these and other branches of practical domestic work. The adjudication of the prizes being grounded on the weekly report of these two servants, confirmed by the superintendent.
What other household work is done by the students, at what hour, and under what superintendence?	Each student has the entire charge of her own bedroom, and cleans her own shoes. The students divide amongst them, according to a regular cycle, the labour of keeping clean the passages in the dormitories, the class-rooms, library, dining-hall, and chapel. It is the business of the superintendent to see that this work is done properly. The chapel is swept and dusted every Saturday. The class-rooms are swept every evening. The other work is done daily, directly after breakfast

CHELTHENHAM.

Is practical instruction in domestic economy systematically given?	Two of the students in rotation are employed each week, having insight into all the domestic arrangements of the house, learning the quantity and price of each article used; first seeing made and afterwards making the <i>plain</i> dishes, puddings, and tarts, which only are used in the institution. This experience is written down, looked over, and commented upon by the superintendent.
By whom are the students instructed in these matters?	By an efficient cook.
Are the students employed in the kitchen?	See answer to first question.
By whom are they superintended while so employed?	By the superintendent.
What number of hours are so employed by each student upon the average?	Two hours each day during the week of service; the time for this coming twice or perhaps thrice in the year.
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	The instruction is given in the kitchen, when the food of the students and other members of the household is prepared.
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	The appliances are perfectly simple, and only what would be in any ordinary house.
Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	No; it is proposed that the students during their week of service should do up their own muslins (collars, caps, sleeves, &c.)

Returns as to Instruction in Domestic Economy.—Cheltenham—*cont.*

QUESTIONS.	ANSWERS.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	—
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	Yes; in cooking.
What other household work is done by the students, at what hour, and under what superintendence?	Sweeping and dusting their dormitories in the morning under the superintendence of a mistress appointed by the superintendent, and responsible to her for the order of the room. The two students employed in the kitchen lay the tables for all the meals, wash the breakfast and tea things, and wait at the tables, including that of the superintendent.

DERBY.

Is practical instruction in domestic economy systematically given?	Yes.
By whom are the students instructed in these matters?	Chiefly by the superintendent.
Are the students employed in the kitchen?	Yes.
By whom are they superintended while so employed?	An experienced cook.
What number of hours are so employed by each student upon the average?	Twenty-five hours and a half per annum in the kitchen.
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	The same in which the food of the students is prepared.
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	The kitchen contains a roaster and a steaming apparatus, in addition to the usual boiler and oven.
Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	There is a regular laundry, in which the students are employed every Saturday, from 8.30 a.m. to 3 p.m., in starching and ironing their own clothes, which have been returned to them rough dried by the laundress.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	The laundry contains an ironing stove and commodious ironing tables, in addition to what might be expected in the house of a labouring man.
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	No.
What other household work is done by the students, at what hour, and under what superintendence?	The other household work done by the students is preparing the tables and waiting at meals, washing crockery, sweeping, and dusting; arranging their dormitories, and scrubbing the dormitory floors; keeping their own pantry in order; attending to ventilation, lighting, and warming of rooms; cleaning shoes; polishing tea and coffee pots and spoons; cleaning candlesticks, &c.; attending to the sick (when any), and keeping the infirmary in order. From Monday to Friday all the domestic work, excepting that connected with meals, is finished by 9 a.m., and on Saturday by 3 p.m. No one actually sees the work in progress, but it is carefully examined and remarked upon by the superintendent afterwards.

Returns as to Instruction in Domestic Economy—*cont.*

HOME AND COLONIAL.

QUESTIONS.	ANSWERS.
Is practical instruction in domestic economy systematically given?	Yes.
By whom are the students instructed in these matters?	Mr. W. B. Tegetmeier and the governesses of the class; ninety hours upon the <i>theory</i> of domestic economy.
Are the students employed in the kitchen?	Yes.
By whom are they superintended while so employed?	By the matron of the house, and a cook appointed for the purpose.
What number of hours are so employed by each student upon the average?	One week in the model kitchen, or two weeks, as required. The students, in the course of their second year, go into the model kitchen in pairs, where they have to provide a dinner for eight persons.
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	No; a separate one specially arranged for the purpose.
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	The same as ordinarily to be met with, on a somewhat large scale.
Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	No.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	No.
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	Yes, for cooking.
What other household work is done by the students, at what hour, and under what superintendence?	They make their own beds, sweep and dust their bedrooms, lay cloth, &c. for meals, and clear away afterwards.

NORWICH.

Is practical instruction in domestic economy systematically given?	Yes; every student is taught to make bread, plain seed-cake and common pastry, and to mince or hash cooked meat, besides gaining a knowledge of washing and boiling meat and dressing vegetables.
By whom are the students instructed in these matters?	By the cook, under the supervision of the superintendent.
Are the students employed in the kitchen?	Yes.
By whom are they superintended while so employed?	By the superintendent.
What number of hours are so employed by each student upon the average?	Three hours in each half-year
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	That in which the food of the students is prepared. The kitchen is small for the number of students, and there is no pantry for washing up cups, glasses, &c., all being done in it; the house door opens into it also, and everything that is brought into the house passes through it. It is not, therefore, well adapted for the instruction of the students.

Returns as to Instruction in Domestic Economy.—Norwich—*cont.*

QUESTIONS.	ANSWERS.
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	Yes, to a certain extent. It has only an open grate, with an oven on one side and a boiler on the other, as may be found, on a smaller scale, in the house of a labouring man in the coal districts of the north of England; but the boiler is self-filling, and the kitchen is, of course, better furnished with cooking utensils.
Is there a laundry in the institution; are the students employed in it, and if so how often? What work is actually done by them?	There is no laundry.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	There is no laundry.
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	The superintendent could certify as to their proficiency in cooking.
What other household work is done by the students, at what hours, and under what superintendence?	They attend to their bedrooms, prepare the tables for meals and wait upon themselves. The bedrooms are required to be neatly arranged by 9 o'clock in the morning, except on Friday, when an hour and a half, namely, from 9 to half past 10, is allowed for a thorough cleaning, with the exception of scrubbing the floor; this is done in turn by one of the occupants of the room. They carry in and take away their meals, but there are no offices in which they could conveniently wash up cups or glasses, or clean a knife and fork. Whatever household work they do is carefully observed by the superintendent.

SALISBURY.

Is practical instruction in domestic economy systematically given?	Yes; four of the pupils take on the house-work every Saturday night, having the inventory delivered over to them of everything required for the service of table for which they are accountable, and have to hand them over <i>whole</i> to the party that succeeds them.
By whom are the students instructed in these matters?	In matters relating to the cooking and baking, Mrs. Francis, the chief servant in the kitchen, directs them.
Are the students employed in the kitchen?	On certain days, a class of eight or ten attend for an hour in the kitchen to see and assist in making puddings and pies, and sundry other things.
By whom are they superintended while so employed?	They are superintended and directed by Mrs. Francis, the head servant and cook.
What number of hours are so employed by each student upon the average?	The number of hours per quarter employed by each student in the practice of domestic economy is, on the average, 58, distributed as follows:—In household work, cooking, and baking, 44½ hours; in washing, 5½; and ironing, 8½=58 hours. Those four pupils who are in service for the week are occupied six hours each day for five days in performing the various duties that fall to them; also the whole of Saturday, when they have permission to choose their own dinners, which they cook in their own kitchen, in such utensils as are suitable either for themselves when living alone or with pupil-teachers, and such as are to be found in a labouring man's cottage. They also bake bread for their own use during the week they are in service, going through the whole process, only, after having formed the loaves, they are obliged to be baked in the general oven.
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	The food of the teachers, pupils, and servants is all alike, and cooked in the large kitchen.
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	Of course, it may be supposed, the kitchen of a large institution like a training college must contain many appliances beyond those found in the house of a labouring man.

Returns as to Instruction in Domestic Economy.—Salisbury—cont.

QUESTIONS.	ANSWERS.
Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	There is a laundry attached to this institution. Each student is employed in washing for three hours, and ironing six, three or four times in the course of a half-year. The whole of the washing, starching, ironing, and mangling of the household is done in the laundry.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	The laundry contains many appliances not found in the cottage of a labourer, such as drying closets, stove for heating irons, ironing tables, &c.
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	Yes, certainly.
What other household work is done by the students, at what hour, and under what superintendence?	Answered partly in the answer to the first question. The students also clean their own bedrooms, school-rooms, &c. and light and attend to the fires.

TRURO.

Is practical instruction in domestic economy systematically given?	Yes; laundry and household work and cooking.
By whom are the students instructed in these matters?	By the housekeeper and laundress.
Are the students employed in the kitchen?	Yes; one every Saturday.
By whom are they superintended while so employed?	By the housekeeper.
What number of hours are so employed by each student upon the average?	About two hours in the month.
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	The same in which the cooking is done.
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	Yes.
Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	The large kitchen is used as a laundry. The students (two at a time) wash their collars, &c., on Saturdays, and iron their starched articles on Tuesdays and Wednesdays.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	Yes; a mangle.
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	They are as proficient as can be expected under the circumstances.
What other household work is done by the students, at what hour, and under what superintendence?	From 6.30 to 7.0 a.m. they sweep and dust the class-room and dining-room. From 8.30 to 9.0 they wash breakfast-things and set their own rooms in order. From 5.30 to 6.0 p.m. they wash the tea-things under the superintendence of the housekeeper.

Returns as to Instruction in Domestic Economy—*cont.*

WARRINGTON.

QUESTIONS.	ANSWERS.
Is practical instruction in domestic economy systematically given?	Yes; systematically to the second-year pupils, in parties of six, four hours weekly. All do household work in turns, under the supervision of the assistant teachers.
By whom are the students instructed in these matters?	By the matron and teachers.
Are the students employed in the kitchen?	Yes.
By whom are they superintended while so employed?	By the matron and one teacher.
What number of hours are so employed by each student upon the average?	Six are employed four hours every Saturday. They are taken in these parties in rotation.
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	No; it is a separate kitchen set apart for the purpose.
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	It is furnished properly. Beyond what can ordinarily be provided.
Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	Yes; they are, in parties of ten, three times weekly, and once a week thirty are employed about three hours.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	Yes.
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	As to the proficiency of the second-year students in cooking, but not in washing.
What other household work is done by the students, at what hour, and under what superintendence?	Making beds, sweeping rooms, dusting, washing cups and saucers, plates, &c.

WHITELANDS.

Is practical instruction in domestic economy systematically given?	Yes.
By whom are the students instructed in these matters?	By superintendent and cook <i>practically</i> ; by first governess <i>theoretically</i> .
Are the students employed in the kitchen?	Yes.
By whom are they superintended while so employed?	By superintendent and the cook.
What number of hours are so employed by each student upon the average?	Two students are employed in the kitchen every morning. In addition to this <i>practical</i> teaching, each student has two hours <i>theoretical</i> teaching weekly.

Returns as to Instruction in Domestic Economy.—Whitelands—*cont.*

QUESTIONS.	ANSWERS.
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	Yes.
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	Yes; steam apparatus, large ovens, and hot plate.
Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	Yes; twenty-six students are employed in it every week, each three hours; principally ironing.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	Yes; drying closets, and hot stoves for heating irons, &c.
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	Yes; in cooking and household work.
What other household work is done by the students, at what hour, and under what superintendence?	Each student makes her own bed, sweeps and dusts her own dormitory. In addition to this, twelve students spend one hour each (daily) in sweeping, dusting, &c.; and four students spend three hours each (daily) in preparing for meals and washing up tea-things, under the supervision of the superintendent.

YORK AND RIPON.

Is practical instruction in domestic economy systematically given?	No.
By whom are the students instructed in these matters?	_____
Are the students employed in the kitchen?	Not systematically; merely as helps occasionally, to expedite the work of the hired servants.
By whom are they superintended while so employed?	_____
What number of hours are so employed by each student upon the average?	_____
Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?	_____
Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	
Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	No.

Returns as to Instruction in Domestic Economy.—York and Ripon—*cont.*

QUESTIONS.	ANSWERS.
Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	—
Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	—
What other household work is done by the students, at what hour, and under what superintendence?	The students who are in health, and have no bodily infirmity, perform all the household work in the school-rooms and dormitories, with the exception of lighting the fires and scrubbing the floors, between the hours of 7.30 to 8 and 8.30 to 9, not under actual superintendence, but every department is examined, and if not done properly, the superintendent sees that it is done over again.

The results here recorded are of great importance. While they show that much remains to be done in order to secure uniformity in the system, and to give every student sufficient opportunity of acquiring a practical acquaintance with all necessary branches of industrial training, they prove, beyond all doubt, that the managers and superintendents are generally alive to the advantages of such training, and prepared to adopt any practicable suggestions for its improvement.

Grants for additions and enlargement of premises might be required in some instances, upon which I shall be prepared to submit special reports to your Lordships in the course of this next year.

In proposing any modification of the present system, it should not be forgotten that the time allowed for the professional training of a schoolmistress is very fully occupied, and that that training must be regulated with reference to the situations in which the great majority of the students will probably be placed. There are at present very few schools in the country in which any industrial work, except sewing, &c., is systematically taught. In the few schools where anything is really effected, there is generally a matron or second mistress specially charged with this department; or if there be only one teacher, she is usually a person of moderate intellectual attainments, and has been chosen with exclusive reference to industrial qualifications. There are exceptions, such, for instance, as that of Her Majesty's school in Windsor Park, where the mistress is a person of superior attainments, and an admirable economist; but they are very rare, so rare, indeed, as to make it seem probable that there is an inherent, perhaps an insuperable, difficulty in combining the requisite qualifications for both duties. Under existing circumstances, it cannot be expected that the managers of training colleges

will willingly adopt any system which will make considerable demands upon the students' time, or interfere materially with their course of studies, or with their instruction in the ordinary duties of teachers. They value the industrial training chiefly because they consider that it has a tendency to form those personal habits which are of most importance to the teacher of poor children. They look upon it as a test of character and disposition; they believe that it counteracts the prevailing inclination to adopt a style of dress and manners which is at once unbecoming and detrimental to a teacher's character: nor do I doubt that they will gladly adopt any proposals which may assist them in impressing upon the students generally the fact that all persons interested in the improvement of education are above all things anxious that it shall be made more practical, more nearly and more obviously connected with the habits and wants of common life.

On former occasions I have spoken fully of the various means by which the intentions of the managers are carried out with reference to the formation of character, which is the first, the highest, indeed the one paramount object of all their efforts. I do not believe that any course has been left untried by which that object could be forwarded. It is my duty to bear testimony to the fact that no suggestions bearing upon this point are ever disregarded. In every institution, full authority is invested in those officers, in whom the managers have the most entire reliance. The position of the superintendent, as the head of a family, responsible for the moral conduct and discipline, is fully recognized. The religious training is under the care of chaplains.

FINANCIAL STATEMENT for the
INCOME.

Name of Training College.	Endowment.	Annual Subscriptions or special Donations.	Grants from Diocesan Boards.	Fees of Students (paid by themselves or their Relations).	Government Grants for Queen's Scholars.	Government Grants for Students examined.
<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Bishop's Stortford	-	733 0 0	-	158 3 4	773 15 0	310 13 4
Brighton	-	-	274 7 0	331 9 4	471 15 0	362 13 4
Bristol, Gloucester, and Oxford.	-	556 19 6	-	559 15 0	590 15 0	342 0 0
Cheltenham	-	98 2 1	-	18 5 0	1,002 15 0	595 0 0
Derby	-	590 0 0	-	153 3 0	323 6 8	265 15 0
Home and Colonial	-	756 0 0	-	1,546 2 0	2,185 15 0	1,251 6 8
Norwich	-	262 4 6	17 0 0	139 10 0	595 0 0	180 6 8
Salisbury	-	296 5 6	67 0 0	228 1 0	762 0 0	424 0 0
Truro	-	85 9 6	187 17 8	176 5 6	102 0 0	-
Warrington	-	-	93 3 8	283 4 0	1,090 10 4	728 13 4
Whitlands	-	111 11 6	*1,099 0 0	85 9 4	1,725 5 0	1,250 0 0
York and Ripon	-	-	186 2 8	173 14 8	412 0 0	184 0 0
Total	-	2,669 13 10	1,925 10 10	3,786 0 2	7,005 0 2	3,700 15 0

* This grant is from the National Society, and will be reduced to 500*l.* per annum.

EXPENDITURE.

Name of Training College.	No. of Students.	Tuition.	Cost of supporting Model or Practising Schools.	Board of all Residents.	Washing of Students.	Wages of Servants.	Fuel and Lights.	Other House-keeping Expenses.
<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Bishop's Stortford	-	579 10 0	79 0 0	827 10 0	89 5 10	48 0 0	108 6 4	-
Brighton	-	295 15 0	103 10 0	575 0 0	102 7 9	28 6 3	97 7 8	22 1 8
Bristol, Gloucester, and Oxford.	78	520 0 0	104 4 2	779 11 3	86 10 8	74 7 4	123 11 7	-
Cheltenham	-	500 0 0	64 4 10	237 4 4	94 8 8	37 4 9	46 3 5	-
Derby	130	320 0 0	32 10 0	541 3 10	76 6 4	29 0 0	65 6 9	-
Home and Colonial	-	1,162 14 0	447 14 0	2,885 7 16	224 18 0	99 0 0	209 0 0	115 9 8
Norwich	-	328 13 8	-	464 3 8	83 10 11	37 15 9	49 9 3	31 15 19
Salisbury	-	449 8 0	48 13 9	732 9 41	49 14 6	10 7 4	81 14 4	88 14 6
Truro	-	109 8 0	-	-	-	-	-	293 15 7
Warrington	-	525 0 0	60 0 0	1,296 13 8	63 14 5	73 8 0	113 10 6	129 14 6
Whitlands	-	1,221 15 6	-	1,023 4 5	82 1 4	182 4 3	216 18 9	567 17 1
York and Ripon	-	240 10 0	10 11 7	487 17 9	28 14 0	29 13 0	60 11 6	97 13 6
Total	-	4,996 13 10	963 14 5	10,110 4 8	802 12 0	475 10 0	1,214 0 11	1,206 13 9

YEAR ended 31 DECEMBER 1858.

INCOME.

Exhibitions founded by Diocesan Boards, or other Bodies.	Exhibitions founded by Private Patrons.	Collegiate Churches.	Fees of Model or Practising Schools.	From other Sources.	Total.	Contributions to Building Fund, and other extra Expenses.	Name of Training College.
<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	
-	-	-	20 10 6	7 10 0	2,016 0 11	-	Bishop's Stortford.
-	-	-	76 14 7	31 19 0	1,548 9 4	178 7 0	Brighton.
-	-	10 18 8	46 10 7	22 10 0	3,399 17 3	-	Bristol, Gloucester and Oxford.
-	-	-	-	20 7 11	1,734 9 51	-	Cheltenham.
10 0 0	10 0 0	-	31 11 7	-	1,354 2 3	36 8 0	Derby.
-	-	-	247 12 8	994 16 3	6,981 12 3	-	Home and Colonial.
-	-	-	-	14 9 6	1,299 0 8	-	Norwich.
-	-	-	36 8 0	58 7 10	1,692 18 81	-	Salisbury.
-	-	17 6 0	-	0 6 4	431 19 5	1,000 0 0	Truro.
11 9 0	-	-	-	10 0 0	2,547 5 0	145 14 2	Warrington.
-	-	-	316 12 8	-	4,408 19 3	-	Whitlands.
-	-	-	31 4 6	14 9 0	995 17 10	41 19 7	York and Ripon.
21 0 0	10 0 0	28 4 0	821 0 6	1,103 1 0	26,664 2 1	1,933 1 3	

EXPENDITURE.

Medical Attendance.	Books and Apparatus.	Rents.	Rates, Taxes, and Insurance.	Garden, Farm House, &c.	Other current Expenditure.	Total.	Extras not included in current Expenses.	Name of Training College.
<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	
25 16 2	48 2 3	-	-	47 3 2	317 5 3	1,946 0 11	-	Bishop's Stortford.
34 5 8	21 30 11	-	-	-	72 16 11	1,542 12 4	118 11 7	Brighton.
15 6 0	59 4 6	-	-	6 12 1	169 2 10	1,829 14 5	35 15 1	Bristol, Gloucester, and Oxford.
12 10 0	58 4 11	243 9 10	32 4 6	-	101 5 1	1,682 0 11	92 2 7	Cheltenham.
22 11 11	51 7 6	-	24 16 2	-	155 7 1	1,237 19 5	-	Derby.
95 13 0	143 2 2	-	-	-	1,275 15 7	6,918 14 3	-	Home and Colonial.
95 18 51	28 16 11	-	5 5 11	-	22 9 6	1,666 11 1	77 19 6	Norwich.
3 2 8	30 4 11	-	-	-	104 9 9	1,602 13 42	-	Salisbury.
-	51 15 0	-	-	-	14 8 6	447 7 1	1,130 9 10	Truro.
22 14 11	46 3 0	-	20 0 0	-	32 6 0	2,547 5 0	106 12 2	Warrington.
61 16 0	120 13 5	-	-	-	303 18 7	4,926 14 4	-	Whitlands.
6 16 3	18 9 21	-	37 3 2	6 13 6	20 3 10	993 17 10	41 19 7	York and Ripon.
372 3 49	566 1 10	263 9 10	114 5 10	87 14 8	2,865 6 11	25,337 15 24	2,999 13 4	

From this statement may be calculated with perfect accuracy the actual expense of training schoolmistresses. In the sub-joined Table I give the average cost of each student annually, and the proportion of that average expenditure which is incurred for tuition, and for housekeeping:—

Name of Training College.	Number of Students in Residence.	Cost per Head for		Total Cost per Head calculated on the entire Expenditure.
		Tuition.	Housekeeping Expenses.	
		£ s. d.	£ s. d.	£ s. d.
Bishop's Stortford -	57	6 13 0	17 19 0	35 7 0
Brighton -	45	6 10 0	18 10 0	29 16 0
Bristol and Gloucester	69	5 0 0	15 8 0	26 8 0
Cheltenham -	59	9 9 0	12 9 0	28 0 0
Derby -	40	8 5 0	18 3 0	33 6 0
Home and Colonial -	172	6 15 0	20 6 0	40 4 0
Norwich -	39	8 7 0	17 2 0	27 14 0
Salisbury -	60	7 9 0	16 17 0	28 4 0
Warrington -	89	6 4 0	17 7 0	26 0 0
Whitelands -	106	11 10 0	19 1 0	37 19 0
York and Ripon -	34	7 1 0	18 18 0	29 4 0

From this return it appears that the average cost per head amounts—

	£ s. d.
For tuition to - - - - -	7 10 0
For housekeeping expenses - - - - -	17 5 0
Total expense for each student -	31 1 0

On comparing the results with those of former years, it appears that the general expenditure has decreased:—

	£ s. d.
In 1856 it amounted to - - - - -	34 14 0
In 1856 " " - - - - -	35 3 0

This decrease is partly in the cost of tuition, from 9*l.* to 7*l.* 10*s.*; partly in housekeeping from 18*l.* 6*s.* to 17*l.* 5*s.*; and it is to be attributed chiefly to the increase in the number of students from 685 to 792.

The results are of considerable importance. It is now clear that with due economy the cost of training students does not, under any circumstances, exceed 40*l.* per head annually; and that under ordinary circumstances the maximum may be fairly fixed at 38*l.*

The cost of tuition ranges from 5*l.* to 11*l.* 10*s.* The average cost ought to be higher. In fact, great part of the work is done either gratuitously or at an expense far below what would be needful if the chaplains were remunerated according to their position at Bishop Stortford, Brighton, Bristol and Gloucester, and Derby. At Warrington, some addition may be advantageously made to the staff of teachers. The comparatively small expense of tuition at the Home and Colonial is entirely owing to the large number of students, since the lecturers are numerous and thoroughly efficient. With a sufficient number of governesses and lecturers duly remunerated, the cost of tuition ought, in my opinion, to be calculated at 9*l.* or 10*l.* per head.

With one very remarkable exception, the housekeeping expenses are nearly uniform. The difference between the highest and lowest does not exceed 5*l.*

On looking carefully at the items, I find considerable variations in the estimate for provisions :—

BOARD OF STUDENTS.

Name of Training College.	Amount per Head.	Name of Training College.	Amount per Head.
	£ s. d.		£ s. d.
Bishop's Stortford - -	14 10 0	Norwich - - -	11 18 0
Brighton - - -	12 14 0	Salisbury - - -	12 5 0
Bristol - - -	11 5 0	Warrington - - -	13 11 0
Cheltenham - - -	9 1 0	Whitelands - - -	9 17 0
Derby - - -	13 10 0	York and Ripon - -	14 12 0
Home and Colonial -	16 5 0		

The difference can scarcely be accounted for. It certainly appears not to be owing to any great difference in the dietary. By the kindness of the principals I have been supplied with a complete account both of the articles of food provided for the students at each of their meals, and also of the quantity actually consumed by them within a given time. I insert it here in my report as the best answer to any possible questions upon a subject of great importance to the physical condition of the students.

RETURN as to DIET.

Give the Dietary of the Students at each Meal during One Week.					
Name of Training College, &c.	MEALS.				
	Breakfast.	Lunch.	Dinner.	Tea.	Supper.
BISHOP'S STORTFORD.	Coffee, bread and butter.	Bread.	*Cold roast beef, fruit tarts or puddings.	Tea, and bread and butter.	Bread and butter, and half pint of beer.
	Ditto.	Ditto.	Beef or mutton, suet puddings.	Ditto.	Ditto.
	Ditto.	Ditto.	Meat pies.	Ditto.	Ditto.
	Ditto.	Ditto.	Mutton (occasionally pork), suet puddings.	Ditto.	Ditto.
	Ditto.	Ditto.	Roast beef suet puddings.	Ditto.	Ditto.
	Ditto.	Ditto.	Cold boiled beef, rice or bread puddings.	Ditto.	Ditto.
	Ditto.	Ditto.	Roast beef and Yorkshire puddings.	Ditto.	Ditto.
BRIGHTON.	* Vegetables:—always potatoes; occasionally greens, carrots, parsnips.				
	Tea, and bread and butter.†	—	Cold boiled beef, potatoes, plum or fruit pudding.	Tea, and bread and butter.	Bread and treacle, or cheese, beer, broth, or gruel. Any who are not well may have arrowroot.
	Ditto.	—	Roast legs of mutton, potatoes, Yorkshire pudding.	Ditto	Meat, 35 lbs. Fish, 7 lbs. Bread, 8 gallons. Flour, 14 gallons. Vegetables, 4 gallons. Fruit for tarts, 4 gallons. Butter, 53 lbs.
	Ditto.	—	Cold and hashed meat, potatoes, rice pudding, or pease soup.	Ditto.	Cheese, 2 lbs. Eggs, 6 1/2 doz. Rice, 2 lbs. Treacle, 2 lbs. Raisins, 6 oz. Oatmeal, 13 quarts. Arrowroot, 5 oz.
	Ditto.	—	Fish and treacle pudding, or pork, with pease pudding, or Irish stew and potatoes.	Ditto.	Dried peas, 1 1/2 gallon. Tea, 1 lb. Coffee, 4 1/2 oz. Sugar, 4 lbs. Milk, 7 qts. Beer, 4 gallons.
	Ditto.	—	Roast beef with plain pudding sliced and put under the meat, potatoes.	Ditto.	
	Ditto.	—	Cold and hashed meat, potatoes, rice or fruit pudding.	Ditto.	
	Ditto.	—	Boiled beef and plain pudding, potatoes, cabbage, or carrots.	Ditto.	
			† Those who are not strong may have luncheon at 11 o'clock, broth, or bread and cheese and beer.		

State the Average Consumption per Student of each of the Articles named in the Dietary, during the second quarter (*Lady Day to Midsummer*) of this year.

Meat, 46 lbs. Bread, 108 lbs. Potatoes, 64 gallons. Butter, 7 lbs. Coffee, 12 oz. Tea, 83 oz. Beer, 5 galls. 2 gals. 1 1/2 pns. Sugar, 7 lbs. Flour, 1 1/2 gallons. Milk, 4 gallons.

Meat, 35 lbs. Fish, 7 lbs. Bread, 8 gallons. Flour, 14 gallons. Vegetables, 4 gallons. Fruit for tarts, 4 gallons. Butter, 53 lbs. Cheese, 2 lbs. Eggs, 6 1/2 doz. Rice, 2 lbs. Treacle, 2 lbs. Raisins, 6 oz. Oatmeal, 13 quarts. Arrowroot, 5 oz. Dried peas, 1 1/2 gallon. Tea, 1 lb. Coffee, 4 1/2 oz. Sugar, 4 lbs. Milk, 7 qts. Beer, 4 gallons.

Returns as to Diet—continued.

Give the Dietary of the Students at each Meal during One Week.					
Name of Training College, &c.	MEALS.				State the Average Consumption per Student of each of the Articles named in the Dietary, during the second quarter (<i>Lady Day to Midsummer</i>) of this year.
	Breakfast.	Lunch.	Dinner.	Tea.	Supper.
BRISTOL AND GLOUCESTER.					
Sunday	Tea or coffee, with bread and butter.	—	Cold roast beef and fruit pies, or plum pudding.	Tea, and bread and butter.	Cake, <i>i.e.</i> , seed loaf.
Monday	Ditto.	—	Boiled mutton and suet pudding.	Ditto.	Bread and cheese.
Tuesday	Ditto.	—	Meat pies.	Ditto.	Bread and butter.
Wednesday	Ditto.	—	Boiled beef and suet pudding.	Ditto.	Cake, <i>i.e.</i> , seed loaf.
Thursday	Ditto.	—	Cold boiled beef and rice pudding.	Ditto.	Bread and butter.
Friday	Ditto.	—	Roast mutton and Yorkshire pudding.	Ditto.	Bread and cheese.
Saturday	Ditto.	—	Roast beef and Sussex pudding.	Ditto.	Bread and butter.
CHELSEHAM.					
Sunday	Bread and butter and coffee.	—	Cold boiled beef, bread, salad, plum pudding.	Bread and butter and tea.	Warm milk and bread.
Monday	Ditto	—	Roast mutton, potatoes, and some other vegetable.	Ditto	Ditto
Tuesday	Ditto	—	Roast mutton, &c.	Ditto	Ditto
Wednesday	Ditto	—	Cold meat, apple or other fruit pudding.	Ditto	Ditto
Thursday	Ditto	—	Roast beef, two vegetables.	Ditto	Ditto
Friday	Ditto	—	Roast mutton hash, two vegetables.	Ditto	Ditto
Saturday	Ditto	—	Boiled beef, two vegetables.	Ditto	Ditto
N. B.—Beer allowed at dinner to all those who wish it, and a piece of bread between breakfast and dinner.					
					61 lbs. 2 oz. Flour and Bread. 37 lbs. 10 oz. Meat. 4 lbs. 1 oz. Butter. 9½ oz. Tea. 1 lb. 3½ oz. Coffee. 6 lbs. 8 oz. Sugar. 2½ gals. Milk. 8½ gals. Beer. 12 oz. Rice. 2 lbs. 2½ oz. Cheese. The vegetables and fruit are supplied from the college kitchen-garden, and are charged to the food account at 4d. per head per week. Milk, 19 quarts. Bread, 24 quarter loaves. Butter, 5 lbs. Meat, 32 lbs. Beer, 5 gallons.

Returns as to Diet—continued.

Give the Dietary of the Students at each Meal during One Week.					State the Average Consumption per Student of each of the Articles named in the Dietary, during the second quarter (<i>Lady Day to Midsummer</i>) of this year.
Name of Training College, &c.	MEALS.				
	Breakfast.	Lunch.	Dinner.	Tea.	Supper.
DERBY.					
Sunday	Coffee and bread and butter.	—	Cold roast beef, rice and sago puddings.	Tea, and bread and butter.	Seed cake, milk, and beer.
Monday	Ditto.	—	Roast legs of mutton and stewed fruit.	Ditto.	Bread and milk, treacle, cheese, and beer.
Tuesday	Ditto.	—	Pies of fresh meat and potatoes.	Ditto.	Bread and milk, cheese, and beer.
Wednesday	Ditto.	—	Boiled round of beef, and stewed rice with treacle.	Ditto.	Bread and milk, cheese, treacle, and beer.
Thursday	Ditto.	—	Roast legs of mutton, and rice and sago puddings.	Ditto.	Bread and milk, cheese, and beer.
Friday	Ditto.	—	In winter, cold beef and soup. In summer, cold beef and stewed fruit.	Ditto.	Bread and milk, treacle, cheese, and beer.
Saturday	Ditto.	—	Fresh stewed beef and Yorkshire pudding.	Ditto.	Bread and milk, cheese, and beer.
HOME AND COLONIAL.					
Sunday	Tea and coffee, bread and butter.	—	Cold salt beef or pork, fruit pies.	Tea, bread and butter, cake.	—
Monday	Ditto.	—	Meat pies, roast beef and mutton, rice puddings.	Ditto.	—
Tuesday	Ditto.	—	Boiled beef, roast mutton, meat pies, bread puddings.	Ditto.	—
Wednesday	Ditto.	—	Stewed beef, roast mutton, Irish stew, rice puddings.	Ditto.	—
Thursday	Ditto.	—	Meat pies, roast beef and mutton, treacle puddings.	Ditto.	—
Friday	Ditto.	—	Roast beef, boiled mutton, stew, rice puddings.	Ditto.	—
Saturday	Ditto.	—	Roast beef and mutton, meat pies.	Ditto.	—

33½ lbs. Meat.	4 stones Bread.	3½ gals. Beer.	5½ lbs. Butter.	28½ quarts Milk.	1 lb. Coffee.	7½ lbs. Tea.	8½ lbs. Sugar.
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30 lbs. Meat.	7½ lbs. Bread.	4½ lbs. Butter.	15 pints Milk.	12 oz. Tea.	6 oz. Coffee.	6 lbs. Sugar.	15 oz. Rice.	2½ lbs. Potatoes.
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Returns as to Diet—continued.

Give the Dietary of the Students at each Meal during One Week.					State the Average Consumption per Student of each of the Articles named in the Dietary, during the second quarter (<i>Lady Day to Midsummer</i>) of this year.
Name of Training College, &c.	MEALS.				
	Breakfast.	Lunch.	Dinner.	Tea.	Supper.
NORWICH.					
Sunday	Tea, and bread and butter.	—	Cold round of beef and fillet of veal, potatoes, plum pudding.	Tea, bread and butter, seed cake.	Bread and treacle, or cheese who are not well, broth or arrowroot.
Monday	Ditto.	—	Legs of mutton, dough dumplings, potatoes.	Tea and bread and butter.	Ditto.
Tuesday	Ditto.	—	Cold and hashed meat, potatoes, fruit tarts.	Ditto.	Ditto.
Wednesday	Ditto.	—	Meat pies, potatoes, cauliflower.	Ditto.	Ditto.
Thursday	Ditto.	—	Legs of mutton, dough dumplings, potatoes.	Ditto.	Ditto.
Friday	Ditto.	—	Cold and hashed meat, potatoes, baked rice pudding.	Ditto.	Ditto.
Saturday	Ditto.	—	Round of beef and fillet of veal, potatoes and greens, suet pudding.	Ditto.	Ditto.
N.B.—Owing to there having been a change in the superintendence at Midsummer, it was not possible to certify the consumption during the second quarter of the year, the months of September, October, and November, have, therefore been taken.					
SALISBURY.					
Sunday	Bread and butter, and tea.	A piece of bread.	Cold roast beef and mutton, with hot potatoes and bread.	Bread and butter, and tea.	—
Monday	Ditto.	Ditto.	Roast mutton, veal and bacon, and pork occasionally in the season.	Ditto.	—
Tuesday	Ditto.	Ditto.	Roast beef and mutton.	Ditto.	—
Wednesday	Ditto.	Ditto.	Pea soup and haricot mutton or meat pie.	Ditto.	—
Thursday	Ditto.	Ditto.	Roast mutton and hashed beef.	Ditto.	—
Friday	Ditto.	Ditto.	Milk soup; either rice or barley and roast mutton for those who prefer it; with apple, suet, currant, or jam puddings.	Ditto.	—
Saturday	Ditto.	Ditto.	Bacon and roast or boiled mutton, with rice or bread puddings.	Ditto.	—
N. B. There are vegetables every day, either potatoes or cabbage; also some soup for invalids, and those who prefer it, as I consider a change of diet conducive to health.					

State the Average Consumption per Student of each of the Articles named in the Dietary, during the second quarter (<i>Lady Day to Midsummer</i>) of this year.
Meat, 39½ lbs. Vegetables, 34 lbs. Bread, 68 lbs. Dough, 7½ lbs. Flour, 14½ lbs. Butter, 3½ lbs. Cheese, 3½ lbs. Treacle, 4½ lbs. Rice, 1½ lb. Raisins and Currants, 1½ lb. Fresh fruit for tarts, 4 lbs. Sugar, 9½ lbs. Tea, 1 lb. Arrowroot, 1½ oz. Caraway seeds, 1½ oz. Milk, 9½ qts. Beer, 17 qts.
Butcher's Meat, 19s. 9d. Pork and Bacon, 2s. 11½d. Fish, 2s., 8½d. Bread and Flour, 17s. 4½d. Beer, 1s. 10½d. Butter, 6s. 10½d. Cheese, 2s. 3d. Green-grocery, 2s. 3½d. Groceries, 9s. 6½d. Milk, 2s. 11½d. Sundries, 1s. 4d.

Meat, 394 lbs. Vegetables, 34 lbs. Bread, 63 lbs. Dough, 7 lbs. Flour, 14 lbs. Butter, 23 lbs. Cheese, 5 lbs. Raisins and Currants, 1 lb. Treacle, 4 lbs. Rice, 1 lb. Fresh fruit for tarts, 4 lbs. Sugar, 24 lbs. Tea, 1 lb. Arrowroot, 1½ oz. Carraway seeds, 1½ oz. Milk, 9½ qts. Beer, 17 qts.

Butcher's Meat, 19s. 9d. Pork and Bacon, 2s. 11½d. Fish, &c., 8½d. Bread and Flour, 17s. 4½d. Beer, 1s. 10½d. Butter, 6s. 10½d. Cheese, 2s. 9d. Green-grocery, 2s. 3½d. Groceries, 9s. 6½d. Milk, 2s. 11½d. Sundries, 1s. 4d.

Returns as to Diet—continued.

Give the Dietary of the Students at each Meal during One Week.					Name of Training College, &c.
MEALS.					
Breakfast.	Lunch.	Dinner.	Tea.	Supper.	
The students were provided with board by an arrangement with the matron, during the first half of this year, 12 a head being paid on account of each of them. This included attendance and other items. It is not, therefore, in my power to make any return for the quarter from Lady Day to Midsummer. Neither can I furnish a dietary for the several meals during any week, no record having been kept. I have, however, estimated the consumption under the chief heads of diet during July, August, and September. N.B.—The dietary has been ample, and the students have expressed themselves as fully satisfied. Their appearance has indicated good nourishment.					State the Average Consumption per Student, of each of the Articles named in the Dietary, during the second quarter (<i>Lady Day to Midsummer</i>) of this year.
					(<i>For one day.</i>) Groceries, Tea, Coffee, Sugar, Cheese, &c., 2d. Bread, Flour, &c., 2d. Butter, and Milk, 1½d. Sundries, as Potatoes, Vegetables, Fruit, &c., 1d.
					Each pupil is allowed as much of these articles as she desires. No accurate average of the pupils' consumption can be given, as the teachers and household servants partake of the same articles of food, and are included in the school estimates.
					37 lbs. 4 oz. Meat. 70 lbs. 8 oz. Bread. 5 lbs. 8 oz. Butter. 32 lbs. Potatoes. 11 oz. Tea. 133 oz. Coffee. 5 lbs. 8 oz. Sugar. 13 pints Milk. 39 pints Beer. Between all the students in the quarter, 702 lbs. Rice, Flour, Currants and Raisins. 65 quarts Peas. 178 lbs. Cheese.
TRURO.					
Sunday	—	Cold meat, fruit pie, rice or bread pudding for sick.	Coffee, and bread and butter.	Bread and milk.	
Monday	—	Mutton, potatoes, and bread puddings.	Tea, and bread and butter.	Ditto.	
Tuesday	—	Boiled beef, potatoes, rice and treacle.	Ditto.	Ditto.	
Wednesday	—	Soup and fruit puddings.	Ditto.	Ditto.	
Thursday	—	Roast mutton, potatoes, and rice puddings.	Ditto.	Ditto.	
Friday	—	Irish stew and suet puddings.	Ditto.	Ditto.	
Saturday	—	Roast beef, potatoes, and rice and treacle.	Ditto.	Ditto.	
N.B.—A suitable pudding is always provided for the sick.					
WHITELANDS.					
Sunday	—	Cold roast beef, vegetables, tarts or puddings.	Bread and butter, and tea.	Bread and cheese, or broth.	
Monday	—	Roast legs of mutton and vegetables	Bread and butter, and coffee.	Bread & butter, half pint of beer or broth.	
Tuesday	—	Hot roast beef, vegetables, and suet pudding.	Ditto	Ditto	
Wednesday	—	Irish stew, vegetables, and batties pudding.	Ditto	Ditto	
Thursday	—	Salt beef, vegetables, currant or treacle puddings.	Ditto	Ditto	
Friday	—	Boiled legs of mutton, vegetables, and rice puddings.	Ditto	Ditto	
Saturday	—	Pea-soup, boiled mutton, and vegetables.	Ditto	Ditto	

Returns as to Diet—continued.

Give the Dietary of the Students at each Meal during One Week.						State the Average Consumption per Student, of each of the Articles named in the Dietary, during the second quarter (<i>Lady Day to Midsummer</i>) of this year.
Name of Training College, &c.	MEALS.					
	Breakfast.	Lunch.	Dinner.	Tea.	Supper.	
YORK AND RIPON.						
Sunday	Bread and butter and tea.	—	Cold beef, potatoes, bread, rice pudding.	Bread and butter, with tea or coffee.	Bread and butter.	Meat, 3st. 9lb. 3oz. Bread, 15s. 8d. Flour and Meal, 9lbs. 3oz. 5d. Tea and Coffee, 1s. 9s. 6d. Sugar, 6s. 8d. Rice and Sago, 2s. 6s. 7d. Other Groceries, 4d. Butter, 4s. 12s. 8d. Eggs, 6s. 6d. Potatoes, 1s. 4s. 6d. Fruit 3s. 3d. Milk, 3s. 4d.
Monday	Ditto.	—	Roast beef, potatoes, bread.	Bread and butter and tea.	Ditto.	
Tuesday	Ditto.	—	Cold beef, potatoes, bread, fruit pudding.	Ditto.	Ditto.	
Wednesday	Ditto.	—	Meat pies with potatoes.	Ditto.	Ditto.	
Thursday	Ditto.	—	Roast mutton, potatoes, bread.	Ditto.	Ditto.	
Friday	Ditto.	—	Soup, bread, batter pudding.	Ditto.	Ditto.	
Saturday	Ditto.	—	Boiled beef or hash, potatoes, carrots, bread.	Ditto.	Ditto.	

From this it appears that the quantity of meat, bread, butter, and nearly all articles of food consumed in the two institutions, in which the cost per head is the least, actually exceeds that of the institution in which it is represented to be highest.

The proof that good food, and that in abundance, is provided everywhere seems to be entirely satisfactory. The managers of training colleges may probably find it a question of some importance to ascertain to what causes the difference in expense should be attributed.

The total income of the colleges amounts at present to 26,201*l.* 18*s.* 9*d.*

The principal items, which show how far that income is raised from private sources, or from grants of Government money, appear from the following statement, which at the same time shows the comparative results of the four last years :—

	For the Year 1855.			For the Year 1856.			For the Year 1857.			For the Year 1858.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Grants from the Committee of Council on Queen's scholars and examinations -	8,190	1	10	8,518	13	0	11,186	10	0	12,883	15	2
Fees paid by students or their friends -	6,790	13	5	7,289	2	10	6,049	19	6	3,786	9	2
Subscriptions, donations and grants from the Board -	6,820	13	5½	6,346	13	0	5,532	2	8	4,342	19	2

The decrease in the amount of fees paid by students is no more than was to be expected, considering that the number of Queen's scholars is larger. It is to some extent a matter of regret that this should be the case. It was a good thing for the parents to contribute towards the complete educational training of intelligent and deserving young women. But it is of course obvious that many persons, who would otherwise have sent their daughters to one of these institutions at their own expense, take care to have them apprenticed in a good school or to present them as candidates for Queen's scholarships. It is a loss, but an inevitable one; and it is counterbalanced by the advantage of a complete and very practical course of training, now accessible to all who really wish to become schoolmistresses at an early age.

The grants from your Lordships have very nearly reached the maximum for the colleges now in existence. They do not amount to one half of the total income. It is therefore still true, with regard to these institutions, that every pound contributed from the public revenues draws forth more than an

equal sum from private resources. This is a healthy and promising state of things; nor can it be doubted that, should it be found necessary, much larger collections might be raised. Some addition, indeed, ought to be regarded as desirable, considering that a larger outlay for salaries, apparatus, books, &c., would be attended with great benefit to the progress of education.

If, indeed, it shall be deemed expedient to give any very considerable extension to the industrial department, larger grants from your Lordships, to be met by larger contributions from the supporters, will be required both for the new buildings and appurtenances which will be found necessary, and for the services of matrons specially qualified to instruct and to superintend the students in their work.

I have the honor to be, &c.

F. C. COOK.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

BISHOP'S STORTFORD (FEMALE) TRAINING COLLEGE.

First Year { 40 Candidates.
31 Certificates.

Second Year { 13 Candidates.
13 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	-	21	8	19	5	-	-	-	-	-	-	-	-
Liturgy and Church history	-	-	13	9	16	4	11	-	-	-	-	-	-	-
English grammar	-	-	28	8	12	3	-	2	-	-	-	-	-	-
Geography	-	2	20	9	14	4	3	-	1	-	-	-	-	-
English history	-	-	9	9	23	4	7	-	1	-	-	-	-	-
School management	-	-	7	2	17	8	15	3	1	-	-	-	-	-
Domestic economy	-	-	1	-	10	4	20	7	3	2	1	-	-	-
Arithmetic	3	2	14	6	17	5	5	-	1	-	-	-	1	-
Industrial skill	1	-	12	9	18	4	8	-	-	-	-	-	-	-
Vocal music	-	-	5	4	20	9	15	-	-	-	-	-	-	-
Reading	-	3	23	10	15	-	2	-	-	-	-	-	-	-
Spelling	-	1	39	9	1	2	9	1	-	-	-	-	-	-
Penmanship	-	-	14	4	17	4	9	-	-	1	-	-	-	-
Notes of a lesson. (Students of 1st year only)	-	-	6	-	20	-	13	-	1	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	-	10	-	3	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	2	-	10	-	1	-	-	-	-	-	-	-	-

BRIGHTON (FEMALE) TRAINING COLLEGE.

First Year { 26 Candidates.
22 Certificates.Second Year { 8 Candidates.
8 Certificates.

Subjects of Examination:	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	-	2	8	5	17	1	1	-	-	-	-	-	-
Liturgy and Church history	-	-	-	8	5	11	3	6	-	-	-	-	-	-
English grammar	-	-	-	12	5	14	3	-	-	-	-	-	-	-
Geography	10	-	-	15	1	1	-	-	-	-	-	-	-	-
English history	-	-	-	4	1	15	7	7	1	-	-	-	-	-
School management	8	-	-	5	2	17	4	4	-	-	-	-	-	-
Domestic economy	-	-	-	4	4	3	2	9	-	-	-	-	-	-
Arithmetic	-	-	-	7	3	7	6	10	-	-	-	-	-	-
Industrial skill	-	-	-	24	8	2	-	-	-	-	-	-	-	-
Vocal music	-	-	-	-	1	4	6	20	1	-	-	-	-	-
Reading	-	-	-	1	3	7	17	6	-	-	-	-	-	-
Spelling	-	-	-	25	8	-	-	-	-	-	-	-	-	-
Penmanship	-	-	-	5	1	13	5	8	2	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	-	2	-	14	-	10	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	1	-	7	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	-	5	-	2	-	-	-	-	-	-	-

BRISTOL, GLOUCESTER, AND OXFORD (FEMALE) TRAINING COLLEGE.

First Year { 52 Candidates.
38 Certificates.Second Year { 10 Candidates.
10 Certificates.

Religious knowledge	-	-	-	-	37	5	15	5	-	-	-	-	-	-
Liturgy and Church history	-	-	-	1	18	7	20	2	14	-	-	-	-	-
English grammar	-	-	-	1	18	4	29	5	5	-	-	-	-	-
Geography	-	-	-	5	23	1	18	6	4	1	-	-	-	1*
English history	-	-	-	-	6	2	37	8	9	2	-	-	-	-
School management	-	-	-	-	6	2	26	8	20	3	-	-	-	-
Domestic economy	-	-	-	1	4	1	12	5	22	3	18	-	-	1
Arithmetic	-	-	-	-	14	3	18	7	13	-	5	2	-	-
Industrial skill	-	-	-	-	25	7	25	3	2	-	5	-	-	-
Vocal music	-	-	-	-	2	1	17	5	16	2	14	1	-	3
Reading	-	-	-	2	19	6	22	2	11	-	-	-	-	-
Spelling	-	-	-	-	47	9	4	1	1	7	-	-	-	-
Penmanship	-	-	-	-	21	4	24	4	7	2	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	-	-	10	-	28	-	14	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	-	3	-	6	-	-	-	-	-	1
Inspector's report (Students of 2nd year only)	-	-	-	1	-	8	-	1	-	-	-	-	-	-

* Candidate ill.

CHELTENHAM (FEMALE) TRAINING COLLEGE.

First Year { 32 Candidates.
32 Certificates.Second Year { 29 Candidates.
29 Certificates.

Religious knowledge	-	-	-	11	27	13	5	5	-	-	-	-	-	-
Liturgy and Church history	-	-	-	4	18	20	14	5	-	-	-	-	-	-
English grammar	-	-	-	-	22	12	10	14	-	3	-	-	-	-
Geography	-	-	-	11	-	18	10	8	18	1	-	-	-	-
English history	-	-	-	-	7	13	17	16	8	-	-	-	-	-
School management	-	-	-	2	13	15	12	12	2	-	-	-	-	-
Domestic economy	-	-	-	3	-	7	12	14	9	6	6	-	-	-
Arithmetic	-	-	-	4	19	18	8	7	1	-	-	-	-	-
Industrial skill	-	-	-	-	11	20	20	9	1	-	-	-	-	-
Vocal music	-	-	-	1	1	4	7	18	16	9	5	-	-	-
Reading	-	-	-	1	6	24	17	6	6	1	-	-	-	-
Spelling	-	-	-	-	31	19	1	9	-	1	-	-	-	-
Penmanship	-	-	-	-	16	11	15	9	1	9	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	-	-	-	11	-	18	-	3	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	-	4	-	21	-	4	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	-	-	17	-	12	-	-	-	-	-	-

DERBY (FEMALE) TRAINING COLLEGE.

First Year { 21 Candidates.
13 Certificates.

Second Year { 17 Candidates.
17 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	-	2	6	9	14	6	1	-	-	-	-	-	-
Liturgy and Church history	-	-	2	4	7	10	8	-	-	-	-	-	-	-
English grammar	-	-	1	11	9	7	6	3	1	-	-	-	-	-
Geography	-	-	4	13	2	3	0	-	1	-	1	-	-	-
English history	-	-	-	1	4	12	12	7	-	-	-	-	-	-
School management	-	-	-	4	11	10	6	5	-	2	-	-	-	-
Domestic economy	-	-	-	-	1	7	12	12	4	2	-	-	-	-
Arithmetic	1	-	7	13	5	2	4	2	3	-	1	-	-	-
Industrial skill	-	-	4	10	17	7	-	-	-	-	-	-	-	-
Vocal music	-	-	-	-	-	2	1	-	-	-	-	-	-	-
Reading	-	-	2	4	13	15	2	8	12	-	-	-	-	-
Spelling	-	-	21	13	-	2	-	-	-	-	-	-	-	-
Pennmanship	-	-	5	6	12	3	4	6	-	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	1	-	16	-	4	-	-	-	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	5	-	12	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	2	-	13	-	2	-	-	-	-	-	-	-

* One candidate omitted, who left ill.

HOMB AND COLONIAL SCHOOL SOCIETY'S (FEMALE) TRAINING COLLEGE.

First Year { 79 Candidates.
77 Certificates.

Second Year { 43 Candidates.
43 Certificates.

Religious knowledge	-	-	1	56	33	23	9	-	-	-	-	-	-	-
Liturgy and Church history	-	2	2	28	37	34	4	12	-	3	-	-	-	-
English grammar	-	-	-	45	22	33	26	1	1	-	-	-	-	-
Geography	-	-	18	45	14	13	25	3	4	-	-	-	-	-
English history	-	-	-	15	12	54	27	10	4	-	-	-	-	-
School management	-	-	1	37	11	29	24	12	8	-	-	-	-	-
Domestic economy	-	-	1	6	18	19	38	16	24	2	3	-	-	-
Arithmetic	-	-	1	2	46	32	25	7	2	-	-	-	-	-
Industrial skill	-	-	-	33	28	45	14	1	1	-	-	-	-	-
Vocal music	-	-	-	4	1	13	59	9	30	14	4	1	-	-
Reading	-	-	16	23	49	20	14	-	-	-	-	-	5	2
Spelling	-	-	-	-	19	40	-	3	-	-	-	-	-	-
Pennmanship	-	-	-	-	42	13	28	19	9	9	-	2	-	-
Notes of a lesson (Students of 1st year only)	-	-	1	-	42	-	28	-	8	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	9	-	33	-	1	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	12	-	20	-	1	-	-	-	-	-	-	1*

* Candidate ill.

NORWICH (FEMALE) TRAINING COLLEGE.

First Year { 27 Candidates.
27 Certificates.

Second Year { 7 Candidates.
7 Certificates.

Religious knowledge	-	-	-	18	4	9	3	-	-	-	-	-	-	-
Liturgy and Church history	-	-	1	9	6	13	-	4	1	1	-	-	-	-
English grammar	-	-	-	12	1	14	-	1	1	-	-	-	-	-
Geography	-	-	6	19	6	2	1	-	-	-	-	-	-	-
English history	-	-	-	14	4	12	3	1	-	-	-	-	-	-
School management	-	-	1	10	5	9	1	7	-	-	-	-	-	-
Domestic economy	-	-	-	5	1	13	4	7	2	-	-	-	-	-
Arithmetic	-	-	-	18	1	6	6	3	-	-	-	-	-	-
Industrial skill	-	-	-	10	4	16	2	1	1	-	-	-	-	-
Vocal music	-	-	1	1	1	16	5	10	-	-	-	-	-	-
Reading	-	-	5	1	5	13	1	4	-	-	-	-	-	-
Spelling	-	-	-	26	7	1	-	-	-	-	-	-	-	-
Pennmanship	-	-	-	13	2	12	5	2	-	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	-	10	-	14	-	3	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	-	-	4	-	3	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	-	3	-	4	-	-	-	-	-	-	-

SALISBURY (FEMALE) TRAINING COLLEGE.

First Year { 43 Candidates.
40 Certificates.Second Year { 14 Candidates.
14 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	-	13	9	20	5	1	-	-	-	-	-	-	-
Liturgy and Church history	-	-	19	12	18	2	5	-	1	-	-	-	-	-
English grammar	-	-	26	9	14	5	-	-	1	-	-	-	-	-
Geography	-	3	17	4	16	10	6	-	-	-	-	-	-	-
English history	-	-	8	5	32	9	6	-	2	-	-	-	-	-
School management	-	-	11	4	17	9	15	1	-	-	-	-	-	-
Domestic economy	-	-	1	5	27	8	11	1	4	-	-	-	-	-
Arithmetic	-	2	25	12	14	1	1	-	1	-	-	-	-	-
Industrial skill	-	-	33	13	10	1	1	-	-	-	-	-	-	-
Vocal music	-	-	7	1	23	3	9	6	1	-	1	-	2	-
Reading	-	3	21	8	13	1	3	4	-	-	-	-	-	-
Spelling	-	-	42	13	1	1	1	-	-	-	-	-	-	-
Penmanship	-	-	29	8	12	5	2	1	-	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	1	-	11	-	22	-	8	-	1	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	4	-	8	-	2	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	1	-	9	-	3	-	1	-	-	-	-	-	-

TRURO (FEMALE) TRAINING COLLEGE.

First Year { 11 Candidates.
6 Certificates.

Religious knowledge	-	-	-	-	11	-	-	-	-	-	-	-	-	-
Liturgy and Church history	-	-	-	5	12	-	4	-	-	-	-	-	-	-
English grammar	-	-	2	-	9	-	-	-	-	-	-	-	-	-
Geography	-	2	6	-	2	-	1	-	-	-	-	-	-	-
English history	-	-	-	-	8	-	3	-	-	-	-	-	-	-
School management	-	-	1	-	4	-	6	-	-	-	-	-	-	-
Domestic economy	-	-	5	-	1	-	3	-	-	-	2	-	-	-
Arithmetic	-	-	2	-	3	-	1	-	-	-	-	-	-	-
Industrial skill	-	-	-	-	1	-	7	-	-	-	-	-	3	-
Vocal music	-	-	-	-	1	-	4	-	-	-	-	-	-	-
Reading	-	-	4	-	3	-	4	-	-	-	-	-	-	-
Spelling	-	-	10	-	1	-	-	-	-	-	-	-	-	-
Penmanship	-	-	2	-	3	-	6	-	-	-	-	-	-	-
Notes of a lesson	-	-	2	-	6	-	2	-	1	-	-	-	-	-

WARRINGTON (FEMALE) TRAINING COLLEGE.

First Year { 49 Candidates.
45 Certificates.Second Year { 27 Candidates.
27 Certificates.

Religious knowledge	-	-	3	42	19	7	5	-	-	-	-	-	-	-
Liturgy and Church history	-	-	2	18	19	20	6	9	-	2	-	-	-	-
English grammar	-	-	-	28	13	19	14	2	-	-	-	-	-	-
Geography	-	13	-	32	10	4	14	-	2	-	-	-	-	1
English history	-	-	-	21	7	28	19	4	1	-	-	-	-	-
School management	-	-	-	23	3	22	23	4	1	-	-	-	-	-
Domestic economy	-	-	-	6	12	12	14	22	1	8	-	1	-	-
Arithmetic	-	2	-	25	18	16	9	6	-	-	-	-	-	-
Industrial skill	-	2	-	34	17	13	7	-	1	-	-	-	-	-
Welsh	-	-	-	1	-	2	-	-	-	-	-	-	-	-
Vocal music	-	-	-	7	1	26	19	15	6	-	-	-	1	1
Reading	-	-	1	25	21	24	5	1	-	-	-	-	-	-
Spelling	-	-	-	40	21	2	5	1	1	-	-	-	-	-
Penmanship	-	-	-	13	9	17	14	18	3	1	1	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	-	5	-	20	-	22	-	2	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	3	-	20	-	4	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	2	-	20	-	5	-	-	-	-	-	-	-	-

WHITELANDS (FEMALE) TRAINING COLLEGE.

First Year { *53 Candidates.
53 Certificates.

Second Year { 47 Candidates.
47 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	-	1	45	81	8	15	-	-	-	-	-	-	-
Liturgy and Church history	-	-	4	35	29	14	21	2	-	-	-	-	-	-
English grammar	-	-	-	32	22	21	21	-	-	-	-	-	-	-
Geography	-	-	23	30	30	-	15	-	4	-	-	-	-	-
English history	-	-	-	26	18	26	23	1	1	-	-	-	-	-
School management	-	-	1	17	21	26	16	9	9	-	-	-	-	-
Domestic economy	-	-	1	2	3	18	34	22	14	5	1	-	-	-
Arithmetic	-	-	4	1	30	33	16	13	3	-	-	-	-	-
Industrial skill	-	-	1	2	29	37	20	8	3	-	-	-	-	-
Vocal music	-	-	-	6	16	26	29	12	8	8	-	-	-	-
Reading	-	-	1	7	43	30	9	10	-	-	-	-	-	-
Spelling	-	-	-	-	52	45	1	2	-	-	-	-	-	-
Penmanship	-	-	-	-	22	12	23	18	8	15	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	-	-	31	-	19	-	3	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	4	-	42	-	1	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	12	-	22	-	13	-	-	-	-	-	-	-

* One candidate omitted on account of unsatisfactory medical report.

YORK AND RIPON (FEMALE) TRAINING COLLEGE.

First Year { 23 Candidates.
20 Certificates.

Second Year { 8 Candidates.
8 Certificates.

Religious knowledge	-	-	-	4	20	3	3	1	-	-	-	-	-	-
Liturgy and Church history	-	-	-	-	1	7	12	1	9	-	1	-	-	-
English grammar	-	-	-	-	8	4	15	6	1	2	-	-	-	-
Geography	-	-	2	-	16	4	4	4	1	-	-	-	-	-
English history	-	-	-	-	2	2	14	5	7	1	-	-	-	-
School management	-	-	-	-	1	5	5	3	1	-	-	-	-	-
Domestic economy	-	-	-	-	2	1	13	6	5	1	1	-	1	-
Arithmetic	-	-	-	1	11	6	6	1	4	-	2	-	-	-
Industrial skill	-	-	-	-	11	6	10	1	2	-	-	-	-	1
Vocal music	-	-	-	-	-	-	6	1	4	5	4	-	9	2
Reading	-	-	-	3	21	5	1	-	1	-	-	-	-	-
Spelling	-	-	-	-	22	6	1	-	-	2	-	-	-	-
Penmanship	-	-	-	-	3	6	18	2	2	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	-	-	5	-	12	-	6	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	-	-	-	4	3	-	1	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	-	-	6	-	2	-	-	-	-	-	-

REPORT on the TRAINING INSTITUTION of the BRITISH AND FOREIGN SCHOOL SOCIETY, in the Borough Road, South-west; by Her Majesty's Inspector of Schools, MATTHEW ARNOLD, Esq., M.A. ;—for the Year 1858.

MY LORDS,

London, January 1859.

I HAVE been furnished with the following statement, describing the changes adopted, at the beginning of the present year, in the arrangements for the instruction of female students in this institution :—

I.—The Principal undertook to give a weekly lecture on school management, and to be present at a criticism lesson once a week. He is assisted in this department by Miss Scott and Mrs. Macrae, who undertake the supervision of the students in school, and also give lessons on such details of school management as more especially concern girls' schools.

The principal also undertook the supervision of the lessons in English grammar and composition. He devotes four hours weekly to this duty, *i. e.*, two hours to each class. Miss Rose assists him in carrying out the detail of both subjects, in over-looking exercises, in parsing lessons, &c.

II.—The Vice-Principal took charge of the subject of geography, which employs him four hours every week, two for each class. His lessons are supplemented in part by Miss Rose, who also assists the students in preparing the work which he requires.

III.—The subject of arithmetic is in the hands of Mr. Smith, the tutor, who also devotes four hours per week to the instruction of the female students. Miss Rose superintends their studies in his absence.

As these arrangements involved the withdrawal of the principal teachers from the male department for a considerable number of hours, it became necessary to make a special provision to meet this case. An assistant tutor has therefore been added to the staff of teachers in the male department. His duties are at present confined to practical arithmetic, book-keeping, dictation, and one or two of the more mechanical exercises ; but he will be also employed as a general assistant to the Principal, especially in the supervision of grammatical and other written exercises.

Time has also been economized by dividing the whole body of the male students into three classes instead of into four, as

in former years. Since the class of "general" students, who did not intend to compete for certificates, has become extinct, it has been found sufficient to classify the first-year men into two divisions, and to form the whole of the second-year men into one class. There is less necessity, therefore, for repeating the same lesson in different classes; and in this way the teachers have been enabled, without much additional labour, to devote some hours in each week to the instruction of the female students.

The result of these alterations is, to confer upon the female students, for the more rigid branches of study, the benefit of the teaching of rigidly trained men; while the female superintendents and teachers are enabled to devote themselves more fully to those branches which can be taught by women better than by men.

Having in a previous report remarked how desirable it was that those subjects which men almost always teach best should be taught, whether the learners are male or female, by men, I have great satisfaction in recording an arrangement which extends to students of both sexes in the Borough Road Training College the advantage of the able and accurate teaching of the Principal, Vice-Principal, and Tutor.

I have on a former occasion borne testimony to the acquirements and ability displayed in lectures which I attended in the training departments of this institution. At my recent inspection I was certainly not less struck than formerly with the ability shown in the lectures which I heard; but I was above all struck with the evident pains taken by the lecturer, not only to inform his hearers, but also to fit them to reproduce in their future school lessons the information which they had gained. Increased attention was evidently paid to the inculcation of correct methods of teaching; faults of exposition, faults in questioning, into which inexperienced teachers are liable to fall, were brought into clear light, and sedulously examined. I observed this in lectures both in the male and in the female department. For example, I heard Mr. Fitch, the principal, say to the female students in the course of a lecture on grammar:—"Never consider your lesson prepared, unless, besides getting the rules by heart, which I see you have all done, you have also provided yourselves with an example of your own for each rule." This is just the sort of admonition which these girls want. In his remarks to the male students upon a criticism lesson, I heard him again and again caution the students to avoid vagueness in their comments upon the lesson under discussion. "Do not," he said, "accustom yourselves to say that such and such a thing in the lesson was good or bad, without alleging precise grounds for your opinion."

Character of lectures in Borough Road Training College, and prominence given to the study of method.

And in his own resumé of the lesson, Mr. Fitch illustrated his meaning by giving instances of faults in the lesson just delivered, in every one of which he fortified, by clear, definite reasons, the censure which he passed. Again, in a lecture on school management, I heard him insisting, with great good sense and clearness, on certain signal faults in teaching, on the want of arrangement in lessons, and the attempt to crowd too much matter into single lessons; on the want of management by which scholars are allowed to answer by a single technical word, without paraphrase or explanation, or by which the willing are allowed to give all the answers, and the unwilling left without notice; on the faulty habit of questioning, by which the teacher, adopting in his questions an incomplete elliptical form of expression, encourages the pupil to adopt the same in his answer; on the want of consecutiveness in lessons;—"Every teacher," he said, "should arrange a two or three months' course beforehand on a definite plan;"—finally, on the injudicious use of the gallery for lessons for which it is quite unsuited. I remarked how Mr. Smith, the mathematical tutor, practically exemplified in his own teaching the best methods of giving instruction in arithmetic, by his clear explanation of the principles of the rules of decimal arithmetic, on which he was lecturing; by the way in which he continually tested them by the rules of vulgar fractions; and then, when he had been through two or three sums on the black-board, set a sum for the students to work by themselves, and went round to examine their slates. I noticed how Miss Scott, in a lecture on infant-school management, instead of dealing in generalities about the faculties of children and their development, interested her hearers, and practically showed them how to interest others, by a natural lively account of Pestalozzi's early proceedings, and by practical suggestions about object lessons and the formation of cabinets of objects. Lecturers, in order to select and pursue such a line of remark as this, must previously have made the theory and practice of teaching the object of their close observation.

Reading of
female
students.

I must mention with particular praise the reading of the female students. Miss Rose has taken great pains in teaching it, and with the happiest result. I was quite surprised at the good taste, natural feeling, correct expression, and purity of pronunciation with which student after student performed her part in the reading-lesson. This lesson, generally so trying an ordeal both for reader and hearer to go through, passed off so agreeably that I was sorry when it came to an end. The reading of two or three of the students was really of a high order of excellence, but what especially pleased me was that the performance of the entire body was so good. In the

teaching of reading great care has been bestowed upon the male students as well as the female; I cannot say with equal result; the material is far more intractable.

A letter and memorandum were addressed by your Lordships' Secretary in February 1858, to the managers of schools under inspection, on the subject of needlework and domestic economy. That letter and memorandum related to the instruction of female apprentices and candidates for Queen's scholarships. They assigned to the examination in these branches a wider range than formerly, and a greater stringency. They were followed, in December last, by a communication to the managers of training colleges for females upon the same subject. In this was announced the desire of your Lordships to give a more searching and practical character to the examination of female students in the details of domestic economy. The examination, with this new character, would necessitate the devotion by the female students of more time to the study of domestic economy; the provision, by the training school authorities, of increased appliances for teaching it. At present there do not exist in this training college the means for teaching the practical details of industrial work in the way indicated by your Lordships, although lectures on the theory of domestic economy form a part of the regular course of instruction.

Instruction
in domestic
economy.

The managers are disinclined to establish the laundry, bake-house, &c., requisite for carrying into operation a practical system of industrial training. The female students would be disinclined, were such a system established, to sacrifice for its sake a portion of their intellectual instruction. The majority of them pass but one year in the training college; they have a severe examination to undergo at the end of that year; many of them begin their year's course with inadequate preparation, and have to make up for lost time. Intellectual instruction is what above all they come to obtain; their practice in the model schools, and the present amount of their instruction in needlework and domestic economy take already as much time away from their intellectual instruction as they are willing to spare.

Still, were these students about to undertake the charge of rural schools, or of urban schools for the poorest class of children, so great would be the benefit of good methods of domestic economy in the families of the poor, so grievous is at present the want of them, that it might be advisable to take any measures requisite for the formation of a body of instructors qualified to teach such methods, even at the risk of doing some violence to the inclinations of the managers and students of training schools.

But students from this institution do *not*, in general, find themselves placed in charge of schools of this kind. They find themselves in charge of schools frequented by a class of children who come to school for an intellectual, not for an industrial, training. The parents of these children would not willingly consent that their daughters' school time should be taken up with learning the details of practical housekeeping. In this middling class of society girls grow up, no doubt, with a lamentable ignorance of these details. So they do in the richer classes; and, in the richer classes, one hears people sometimes lament that girls are not taught to bake, to cook, and to wash. But these very people would be indignant if they found that their daughters' school time was actually occupied with learning cookery or clear starching, instead of languages or music. So it is with the middling class of society from which British schools are mainly recruited. Doubtless, girls in this class are ignorant of domestic economy; but this is not the ignorance which their parents send them to school to remove; rightly or wrongly, they think that their position in life may enable them to dispense with a practical knowledge of any branch of industrial work, except needlework, and to find others who will perform such work for them. What they want for their daughters, what they send them to school to acquire, is what is called a liberal education.

I think, therefore, that the indisposition of the authorities of the Borough Road Training College to undertake the teaching of industrial work, and the indisposition of the female students to spend time in acquiring a knowledge of it, would be at least equalled by the indisposition of parents sending their children to British schools, to permit their daughters to reap the benefit of such knowledge, when acquired.

Finance.

Subjoined is a copy of the last financial statement issued by the authorities of the institution.

From 1 February 1857 to 31 January 1858.

RECEIPTS.		PAYMENTS.			
	£ s. d.		£ s. d.		£ s. d.
Subscriptions.—		Borough Road Model Schools.			
Her Majesty Queen Victoria	100 0 0	Boys.—School Materials, Rewards, Salaries, &c.	555 1 1		
His Grace the Duke of Bedford	100 0 0	Girls.—School Materials, Rewards, Salaries, &c.	114 10 5		
Annual Subscriptions	1,084 14 0			469 11 6	
Donations	505 3 6	TRAINING DEPARTMENTS:			
Instruments on Special Subscriptions, £5,000 Fund	559 0 0	Board and Lodging of Teachers, Males	2,013 4 4		
Auxiliary Societies		Board and Lodging of Teachers, Females	1,000 19 11		
Legacies.—Widewood, Mrs. S.		Books, &c.	170 11 3		
Flanders, W. Esq.	200 0 0	Coal, Gas, and Water	329 8 11		
Neatby, J. Esq.	82 16 0	Furniture	139 0 7		
Borough Road Schools—Children's Pence, Boys	200 0 0	Principal, and Assistant Tutors	1,281 15 0		
ditto		Medical Attendance and Incidentals	68 8 0		
Rents received	838 10 0	TRAVELLING AGENTS:			
Payments in part of Expenses in Board and Lodging—	124 15 3	Expenses attendant on Formation of Auxiliaries, and Examina-			
By Teachers in Male Department		tion of Schools in London and the Country			
ditto Female	55 8 6	County School Trust:			
ditto	126 11 0	Balance of Account with J. D. Goteh, Esq., Treasurer, School			
Dividends on £5,044 2s. 6d., 3 per cent. Consols, invested for		Materials, Repairs, &c.			
special purposes, to Christmas, 1857		Grants and School Materials on behalf of Schools at home and			
Dividends on £468 18s., 3 per cent. Consols, for the Education of	151 6 4	abroad			
Children of Insolvent Debtors in the Queen's Bench	20 0 2	GENERAL EXPENSES:			
Dividends on £5,000, 3 per cent. Consols, Estate of the late	150 0 0	Secretary	300 0 0		
James Grant, Esq., invested for special purposes		Accountant	141 13 4		
Interest		Printing and Paper for Report, Educational Record, &c.	309 0 7		
Rowlett, W., Esq., Estate of, amount per Executors	99 15 6	Stationery, Books, &c.	51 3 3		
ditto	326 8 4	Postages, Parcels, and Messengers	128 1 4		
Corby School Trust, from the Executors of the late William		Expenses of General Meetings, Examinations, and Examina-			
Rowlett Esq.		tion of Students	65 12 2		
Committee of Council on Education (Annual Grant)	750 0 0	Collectors' Allowance	50 0 0		
ditto on Account of Certificated Teachers	1,576 15 3	Repairs, Alterations, &c.	629 19 7		
ditto Queen's Scholars	1,922 15 0	Advertisements	2 0 5		
Depository—Amount credited as per Account including Materials		Rents paid	143 14 10		
for Grants, Normal College, and Model Schools		Insurance	31 13 6		
		Rates and Taxes	53 15 7		
		Travelling Expenses	48 0 3		
		Incidental Expenses	23 4 6		
		Legal Expenses	42 14 8		
		CAPITAL:			
		Balance of Special Subscriptions reserved	2,315 2 6		
			462 1 8		
		DEPOSITORY:			
		Amount paid for School Materials and Expenses	10,228 10 3		
			6,292 5 6		
			£16,521 1 9		

Government
lecturership.

The vice-principal, Mr. Curtis, has since the last inspection passed a successful examination for a lecturership in history which he now holds under the regulations established by your Lordships.

Training
college ac-
commoda-
tions.

In the course of the past year, a training college on the principles of the British and Foreign School Society was opened at Bangor in North Wales. This establishment will meet a want which has long been felt in Wales, where British schools are very numerous and important, by providing a supply of teachers trained with especial reference to the requirements of the principality. It will also relieve the institution in the Borough Road, as the authorities there will now be able to refer Welsh candidates for training to the College at Bangor.

Enlarge-
ment re-
quired.

The number of candidates for admission to the Borough Road Training School still, however, greatly exceeds the capacities of the institution. The present buildings are taxed to their uttermost to give accommodation, even with the help of supplementary houses, to the students now in residence. The female department is certainly at present a little overcrowded. The Committee of the British and Foreign School Society are disposed to devote the present buildings exclusively to the reception of male students, and to establish new premises elsewhere for the accommodation of their female students. They are now making inquiries for a suitable site. Whether the male and female departments remain contiguous, as at present, or are placed in separate localities, is unimportant; but that each department, when enlarged, should be complete in itself, and able to dispense with the use of supplementary houses, is most desirable.

I have the honor to be, &c.

MATTHEW ARNOLD.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

BRITISH AND FOREIGN SCHOOL SOCIETY, BOROUGH ROAD.

I.—MALE DEPARTMENT.

First Year { 49 Candidates.
49 Certificates. Second Year { 16 Candidates.
16 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
English Grammar and Composition	9	1	30	13	10	2	-	-	-	-	-	-	-	-
Geography and Popular Astronomy	1	7	22	8	23	1	3	-	-	-	-	-	-	-
History	1	4	22	5	19	7	4	-	3	-	-	-	-	-
School Management	7	2	23	10	14	4	-	-	-	-	-	-	-	-
Arithmetic	4	2	15	9	19	4	11	1	-	-	-	-	-	-
Algebra, Students of First Year only	6	-	12	-	19	-	9	-	3	-	-	-	-	-
Euclid, Students of First Year only	8	-	21	-	13	-	6	-	1	-	-	-	-	-
Industrial Mechanics, Students of First Year only	13	-	19	-	11	-	5	-	-	-	-	-	1	-
Higher Mathematics, Students of Second Year only	-	3	-	9	-	3	-	1	-	-	-	-	-	-
Vocal Music	-	-	16	4	31	11	2	1	-	-	-	-	-	-
Welsh	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Reading	-	-	19	6	30	10	-	-	-	-	-	-	-	-
Spelling	-	-	49	16	-	-	-	-	-	-	-	-	-	-
Penmanship	-	-	46	15	2	1	1	-	-	-	-	-	-	-
Inspectors' Report, Students of Second Year only	-	-	-	12	-	4	-	-	-	-	-	-	-	-

II.—FEMALE DEPARTMENT.

First Year { 56 Candidates.
53 Certificates.

Subjects of Examination.	Excellent.	Good.	Fair.	Moderate.	Imperfect.	Failure.	Not attempted.
	First.	First.	First.	First.	First.	First.	First.
English Grammar	1	40	12	3	-	-	-
Geography	27	26	3	-	-	-	-
English History	-	24	23	4	-	-	-
School Management	-	5	25	23	3	-	-
Domestic Economy	3	14	29	10	-	-	-
Arithmetic	2	26	20	7	1	-	-
Industrial Skill	5	30	18	3	-	-	-
Vocal Music	-	6	30	17	-	1	2
Reading	5	45	6	-	-	-	-
Spelling	1	54	-	1	-	-	-
Penmanship	-	52	3	1	-	-	-
Notes of a Lesson	-	2	29	24	1	-	-

REPORT on the **WESLEYAN TRAINING COLLEGE**, in the Horse-ferry Road, Westminster; by Her Majesty's Inspector of Schools, J. BOWSTEAD, Esq., M.A.;—for the Year 1858.

MY LORDS,

January 1859.

THE inspection of the Westminster Wesleyan Training College having devolved upon me in the past year, according to the usual rotation, I devoted the second week in November to the duty of examining it, in conjunction with my colleague, J. S. Laurie, Esq.

Number of students.

We found 102 students present in the institution, of whom 62 were males and 40 females. Including both sexes, 83 out of the 102 were Queen's scholars. Of the males, 32 were in their first year of training, 30 in their second. The 40 female students consisted of 26 in their first year, and 14 in their second.

Each of the students present performed an exercise in reading before us; and in addition to this, each of the second year students gave a lesson to a gallery of children. There was, of course, a great diversity of merit among so many candidates, both in reading and teaching; but the cases in which we felt it our duty to make a decidedly unfavourable report under either head were very rare indeed.

Reading.

In general the reading was intelligent, unaffected, and correct. Some, especially among the second year students, rose considerably above the standard implied by these terms, and read with taste and expression. The male students of the first year laboured under the disadvantage of being obliged to read from a chapter of Blackstone's Commentaries, full of technical terms and law Latin, in the reading of which the only possible merit that could be shown was correctness, and even this was not to be expected from readers knowing no other language than their own.

Teaching.

The subjects of the lessons given before us were chosen by the students themselves, and are recorded in the returns forwarded immediately afterwards to the Education Department. I have not retained any note of the subjects chosen by the female candidates, but those selected by the males were very various. I find among them, money, brass, the common pump, the barometer, a wheel, a chimney, the flame of a candle, rich and poor, how food becomes blood, the safety lamp, the Mediterranean, the watersheds and valleys of England, land and sea breezes, locks, artesian wells, &c., &c.

The lessons on the safety lamp and on rich and poor were strikingly good, the former as a specimen of skill in illustrating scientific truth by a simple and easily understood experiment, the latter as an example of the mode in which questions of great importance to society may often be made plain to the comprehension of children. Several others were deserving of high commendation, decided failures were very few, and the general result of the exercise was undeniably creditable to the institution and to the students themselves.

Another portion of our duty as inspectors of the training college consisted in attending the lectures delivered to the students by the several teachers, and especially by such of them as claim specific grants from the public funds. There are three of these in the Westminster Wesleyan institution. Mr. Kinton and Mr. Langler hold lectureships entitling them to 100*l.* a year each, under a recent Minute of the Committee of Council, and Mr. Mansford is entitled to augmentation of salary as the holder of a first-class certificate of merit. Each of these gentlemen lectured before us, Mr. Kinton on Shakespeare's drama of *Richard the Second*, Mr. Langler on the geography of Australia, Mr. Mansford on arithmetic; and I have had the honour to submit formal reports to your Lordships, expressing my high estimate of the value of these lectures, and recommending without hesitation payment of the usual grants.

Having attended to these special requirements, we proceeded to make inquiries of a more general character. We found the staff of managers, professors, and school teachers somewhat altered since the last inspection. It now stands as follows:—

TRAINING COLLEGE.

Rev. John Scott, Principal.	Mr. C. Mansford, B.A., Mathematical Tutor.
Rev. M. C. Taylor, Secretary.	Mr. J. Pickard, Tutor.
Mr. W. Sugden, B.A., Head Master.	Mr. Atkinson, Drawing Master.
Mr. J. L. Kinton, B.A., Tutor and Lecturer on English Literature.	Miss Baines, Drawing Mistress.
Mr. J. R. Langler, F.R.G.S., Tutor, and Lecturer on Geography.	Mr. E. J. West, Music Master.
	Miss Goodfellow, Industrial Mistress.
	Serjeant W. Low, Drill Master.

PRACTISING AND MODEL SCHOOLS.

Infant School.
Master, Mr. J. Bailey.

Junior School.
Master, Mr. E. J. West.

Senior School.
Master, Mr. T. E. Bell.
Assistant, Mr. E. Bywater
Senior Girls' School.
Mistress, Miss S. A. Brown

Model School. Boys and Girls.

Master, Mr. W. Holloway.

Division of
duties.

To appreciate the labours of the staff it must be borne in mind that the College is a mixed one of male and female students, and that the principal male teachers, Messrs. Sugden, Kinton, Langler, Mansford, Pickard, and West, undertake the whole instruction of the male students, and that of the females also, in every subject except domestic economy, needlework, and industrial training. The lectures to the two sexes are generally distinct, the only exceptions being those given by the principal on religion, and two of the music lessons weekly. Miss Goodfellow undertakes the subjects of domestic economy and needlework, superintends the private studies of the female students, and has charge of their industrial training.

Industrial
training.

At present, however, the industrial training is limited to the care of their own apartments; and no attempt is made to give practical instruction in cooking, washing, baking, or any other department of ordinary household work. The institution, indeed, does not contain conveniences for employing the students in household occupations; nor has it hitherto appeared to the authorities that the time necessary for attending to such matters could be spared from the ordinary studies required in preparing to win a certificate of merit.

Not wanted
in Wesleyan
schools.

It has been felt also, perhaps, that practical skill in household work could have little bearing on the future usefulness of the teachers trained in this institution. Among the Wesleyan schools in the country, there are none (I believe) in which practical household work is taught, neither is it probable that such teaching would be acceptable to the parents of the children who attend them. Wesleyan schools are most commonly recruited from the class of respectable working men, who possess comfortable homes of their own, and have real work for their daughters to do there. Experience shows that this real work is infinitely superior, as a training for life, to the artificial devices unavoidably resorted to in industrial schools; and the conviction of this truth prevents the growth of such schools among the class to which I refer. There is a class below them whose circumstances are very different, and for whose children industrial instruction is most properly provided in pauper or ragged schools; but with this class Wesleyan teachers have little to do.

Probable
effect of new
regulation.

Considerations of this nature have probably had sufficient weight heretofore with the authorities of the Westminster institution to discourage any attempt at practical industrial training; but they will doubtless reconsider the question, on learning the new regulations upon this subject, contained in the syllabus for female candidates in December 1859, and the spirit in which they have always sought to co-operate with the Education Department of the Government, will induce them to

do whatsoever they can to meet your Lordships' views in this instance.

The general schemes of study laid down for the students of both sexes were given at length in Mr. Morell's report for 1857. They have been but slightly modified since that date, and I do not think it necessary to reprint them after so short an interval.

The last issued financial statement for the institution is as follows :—

ACCOUNT for the Year ending 31 December 1857.

Dr.		£	s.	d.		Cr.		£	s.	d.
To Students' entrance fees	-	318	13	9	NORMAL COLLEGE.					
Children's pence	-	450	5	5	By Salaries	-	1,190	0	0	
Books sold to students	-	111	16	8	Wages and students' washing	-	451	8	1	
Books sold to children	-	19	9	7	Maintenance	-	1,471	14	9	
Government exhibitions to					Books, scientific and other apparatus	-	279	12	7	
Queen's scholars	-	1,700	5	0	Medical attendance	-	47	4	6	
Government grants for students obtaining certificates,					PRACTISING SCHOOLS.					
Christmas examination, 1857	-	1,244	6	8	By salaries	-	600	9	0	
Teachers from the country	-	123	17	10	Books and school materials	-	42	16	0	
Capitation grant to practising schools	-	44	18	0	Labour, cleaning schools, &c.	-	116	13	6	
		4,077	12	11	GENERAL EXPENSES.					
Balance carried to General Account	-	1,264	5	9	By coals, gas, and water	-	339	12	4	
		£5,361	18	8	Repairs, alterations, and furniture	-	593	17	3	
					Insurance, rates, and taxes	-	90	5	9	
					Incidental expenses, including playgrounds	-	138	18	11	
							£5,361	18	8	

The premises remain unaltered since my former inspection three years ago; but it has become absolutely necessary to enlarge them. The causes of this necessity are thus recounted by the Wesleyan Education Committee in their last annual report :—

"The committee regrets, that though the normal institution has now for some time been quite filled with students, its amount of accommodation has hitherto proved insufficient. The demand for efficient masters for Wesleyan schools in England, last Christmas, could only be met by sending out several students who had completed but half their course of training; and the supply of infant teachers was so inadequate, that several schools were, of necessity, left without teachers until next Christmas. It may be added that applications for teachers, on behalf of schools not Wesleyan, are again and again made; that it has appeared highly desirable to meet some of these applications; but the Committee has not yet been able to do so in any one instance. Besides, the *Mission field*, save in a few exceptional cases, has been left wholly unsupplied. Urgent requests have often been made for filling up important vacancies, and occupying new posts. Students and teachers have solicited appointments on foreign stations, but no one could be spared from the home work, and no one, therefore, has been sent abroad.

"Another circumstance, bearing on the same subject, also creates anxiety. Hitherto, the number of pupil-teachers seeking admission into the institution each year has not been equal to the number of students required. When there is a due proportion of students kept a second year, *fifty* is the number

Buildings
insufficient.

which the present accommodation of the institution will allow to enter in any one year. Next Christmas, *one hundred and thirty-one* pupil-teachers will have completed their apprenticeship, and be eligible to compete for admission into the institution. And, according to returns which have been obtained, the number eligible each succeeding year will not be less, but more. To be under the necessity of refusing admission to those who have served an apprenticeship to the art of teaching, and have obtained from Government, in recompense of their industry and intelligence, scholarships entitling them to a gratuitous training, will be to them a grievous disappointment, and a heavy discouragement to the schools which may have sent them up, and which will need to persuade others to become pupil-teachers in their place.

"On these grounds, the Committee perceives that the question of enlarging the institution, in some form, will probably soon be forced upon it and upon the Connexion."

Proposed
enlarge-
ment.

Number of
Wesleyan
schools.

Preparation has, in fact, now been made for this enlargement, by purchasing adjoining premises; plans on a considerable scale, and apparently of a very satisfactory character have been drawn out, and it may be hoped that, with your Lordships' approbation and aid, the institution will very shortly be rendered more nearly adequate to the wants which it was originally destined to supply. What those wants are will be apparent from the preceding extract. I need only add, that at the end of 1857, the Wesleyans had in Great Britain 434 day-schools, attended by 52,636 children, whilst their Sunday schools numbered 4,166, with an attendance of 437,814 scholars and 76,517 teachers. This immense disproportion between the Sunday and week-day schools shows how much remains to be done, and how large an extension of the Wesleyan school system is likely to result in the end from the educational spirit which has animated the leading members of the body for some years past.

Practicing
and model
schools.

I cannot conclude this report without alluding, however briefly, to the admirable practising and model schools (five in number) which form so marked a feature of this institution. It was no part of our duty to examine these schools minutely; but we saw them at work, attended by about 760 children, and apparently conducted in a very efficient manner. They are all mixed schools, except one, the senior girls' school. That one and the infant school are reserved principally for the female students, who, however, also practise teaching to some extent in the junior mixed school. They are thus made more or less acquainted with three different systems—those of the infant school, the girls' school, and the mixed juvenile school, and have the opportunity of preparing themselves for every branch of school work which they are likely to be called upon to perform.

The male students practise regularly in the infants', senior and junior mixed schools; and in the course of each year every student of either sex passes a fortnight in the model school, observing

and carefully noting each lesson given, and writing at the end a full account of the organization and methods of the school, and of the reasons or principles upon which its various plans are based. So far as I could judge from the statements made to me, the whole plan for affording practice in teaching to the students appeared to be judicious and efficient. They teach, it is true, under the superintendence of different persons at different times, but all the teachers in this institution have been trained upon one system, their ideas on teaching and their terms appear to be precisely alike, and the change from one individual to another is attended by none of the inconveniences of a change in the details of method.

It remains only to consider the results of the work done in this institution, and so far as these can be tested by the annual examinations, they appear to be increasingly satisfactory. The Committee's own account of the last recorded examination (that of December 1857) is as follows:—

Results:

Examination.

"Ninety-seven students (sixty-three males, including one who appears as a teacher, and thirty-four females) were presented at the Government examination. Ninety-one (fifty-eight males and thirty-three females) passed. At Christmas 1856, eighty-one, out of ninety-four, were successful. Both in gross and in proportionate numbers, the last examination was the best yet held at Westminster."

The results of the examination held in December 1858, are not yet known, but will (I trust) be given as an appendix to this report. There is every reason to expect that they will be favourable; for the institution was never in a more efficient state than it is at present, nor did the students ever before appear to me to be composed on the whole of such promising material.

The best test, however, of the work done in a training school is to be found in the success of the teachers it sends forth; and, unhappily, I can only apply this test within the range of my own limited experience. So far as that goes, my testimony is highly favourable. The young teachers of both sexes, who have gone forth from this institution to take charge of schools in my district, have, without any exception, invariably given proof of being guided by good principles and right dispositions, have almost always devoted themselves with zeal and assiduity to the discharge of their duties, and have generally achieved as much success as was practicable under the circumstances in which they were placed: some have exhibited professional talent of the highest order. Of the few whom I have thought unsuccessful, not more than one had previously been a pupil-teacher. The others were persons who had never taught in a day school before entering

After success of students.

the institution ; and it need not surprise any one that their experience in the practising schools as students was not enough to enable them to take the entire charge of a school of their own with satisfactory effect. It is impossible to make a teacher *de novo* in a couple of years, and no training school pretends to do anything of the kind. What such institutions can do, and what this institution seems to me to do very effectually, is to take persons who have served some apprenticeship to teaching, and possess some elementary knowledge, to give these persons such further information as is necessary for the due discharge of a teacher's duties, and so to familiarize them with good methods and the reasons for those methods, that they may be able to apply them to the circumstances of any elementary school in which they may happen to be engaged.

Conclusion.

In conclusion, I beg leave to recommend this institution as fully entitled, on every account, to a continuance of the public aid which it has heretofore received. Its general management appears to me to be marked by caution, good sense, and high principle ; its staff of teachers is ample in respect of numbers, and of very high standing with regard to professional ability ; its arrangements for giving practical instruction in the art of teaching are probably not surpassed by those of any training school in England ; and the results of its operations up to this time, whether tested by examination or by the after-success of its students in school-keeping, are in the highest degree creditable.

I have the honor to be, &c.

J. BOWSTEAD.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

WESLEYAN TRAINING COLLEGE,
IN HORSEFERRY ROAD, WESTMINSTER.

The following are the tabulated results of the examination for certificates of merit held in December 1858 :—

1. MALE DEPARTMENT.

First Year { 40 Candidates.
37 Certificates.Second Year { 22 Candidates.
21 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Grammar and Composition	1	-	22	8	14	12	3	2	-	-	-	-	-	-
English														
Geography and Popular Astro-	1	2	7	9	19	9	11	2	2	-	-	-	-	-
nom.														
History	-	-	3	1	21	15	7	6	9	-	-	-	-	-
School Management	1	-	29	5	10	14	-	3	-	-	-	-	-	-
Arithmetic	-	3	19	11	14	5	6	2	1	1	-	-	-	-
Algebra (Students of 1st Year	1	-	7	-	13	-	14	-	5	-	-	-	-	-
only).														
Euclid (Students of 1st Year	7	-	12	-	10	-	9	-	2	-	-	-	-	-
only).														
Industrial Mechanics (Students	3	-	14	-	15	-	7	-	1	-	-	-	-	-
of 1st Year only).														
Higher Mathematics (Students	-	-	-	6	-	5	-	-	-	-	-	-	-	-
of 2nd Year only).														
Physical Science (Students of	-	1	-	5	-	3	-	2	-	-	-	-	-	-
2nd Year only).														
Vocal Music	-	-	5	13	30	7	5	2	-	-	-	-	-	-
Reading	2	-	19	10	19	9	-	3	-	-	-	-	-	-
Spelling	-	-	39	21	1	1	-	-	-	-	-	-	-	-
Penmanship	-	-	39	19	1	2	-	1	-	-	-	-	-	-
Inspector's Report (Students	-	2	-	9	-	7	-	3	-	1	-	-	-	-
of 2nd Year only).														

Of the three unsuccessful first year candidates, two were scheduled, and only one failed entirely. Two obtained drawing certificates, and 42 others received prizes for proficiency in that art.

2. FEMALE DEPARTMENT.

First Year { 28 Candidates.
21 Certificates.Second Year { 11 Candidates.
11 Certificates.

English Grammar	-	-	20	4	4	4	4	3	-	-	-	-	-	-
Geography	-	-	14	3	6	4	2	4	2	-	-	-	-	-
English History	-	-	5	-	19	9	4	2	-	-	-	-	-	-
School Management	-	-	-	1	2	5	25	5	1	-	-	-	-	-
Domestic Economy	-	1	8	2	19	6	1	2	-	-	-	-	-	-
Arithmetic	-	2	4	13	7	7	-	2	-	3	-	1	-	-
Industrial Skill	-	3	-	13	8	10	2	2	1	-	-	-	-	-
Vocal Music	-	-	-	-	-	3	16	4	7	4	2	-	-	-
Reading	-	5	1	11	2	11	6	1	2	-	-	-	-	-
Spelling	-	-	-	23	10	-	1	-	-	-	-	-	-	-
Penmanship	-	-	-	23	8	-	3	-	-	-	-	-	-	-
Notes of a Lesson (Students of	-	-	-	-	4	-	20	-	4	-	-	-	-	-
1st Year only).														
Essay (Students of 2nd Year	-	-	-	-	-	3	-	8	-	-	-	-	-	-
only).														
Inspector's Report (Students of	-	-	-	4	-	7	-	-	-	-	-	-	-	-
2nd Year only).														

Of the seven unsuccessful first year candidates, five were scheduled, and two only failed entirely. Twenty-one received prizes for proficiency in drawing.

REPORT by *Her Majesty's Inspector of Schools*, T. W. M. MARSHALL, Esq., on the ROMAN CATHOLIC TRAINING COLLEGE of ST. MARY'S, at Hammersmith ;—for the Year 1858.

MY LORDS,

Number of
students.

IN the month of September 1858 I visited this institution, in company with my colleague, Mr. Stokes. The number of students now in residence is 46, of whom 21 are commencing the second, and 25 the first year's studies. All are Queen's scholars. If the whole number of candidates had been successful at the recent examination, they would have filled every vacancy in the house. It is satisfactory to see that there is a steady annual increase in the number of students, and that the demand, so long unsatisfied, for competent male teachers, is now likely to be adequately supplied by this institution.

Staff and
instruction.

The staff remains the same as in former years, though the Vice-Principal is temporarily absent in consequence of illness. The course of instruction,—carefully framed in accordance with the standard of examination prescribed in past years by the Committee of Council, and cordially accepted by the officers of the college,—is now all which can be reasonably desired. The lecturers discharge their office with zeal, patience, and intelligence, and certainly with full knowledge of the subjects entrusted to them. I was particularly struck with the judgment and accuracy displayed by the lecturer on English language and composition, and was glad to learn from him that he was entirely satisfied with the attention paid by the students, who enjoy no common advantages in assisting at lectures distinguished by so much ability and good sense. I believe I express the opinion of Mr. Stokes as well as my own, in saying that the instruction in this college is in all respects satisfactory. The students, with whom I have conferred, appear also to feel that they have now all the aids in the prosecution of their studies which their necessities require, and that if they fail henceforth to attain the practical object of their labours, blame should attach only to themselves.

Co-operation
of school
managers.

It appears then that all the essential conditions of success are now sufficiently realized in this college ; excellent buildings, arranged and furnished in the best manner, adequate apparatus, sensible and devoted teachers, and, above all, firm and effective discipline. The authorities are, therefore, entitled to appeal for co-operation from school managers, and I will state presently on what grounds they do so, and how it may be

most effectually rendered. Two points, however, referring immediately to the college itself rather than to influences external to it, remain to be noticed, before I allude to the kind of aid which its officers expect, and have a right to solicit, from the general body of school managers.

The first refers to the only feature of the institution which seems to me partially defective. The practising school attached to the college, though it presents abundant evidence of skilful and wise direction, and is certainly one of the very best boys' schools in my district, does not, perhaps, fully represent to the students all the problems of school-keeping which they may be called upon hereafter to solve. Attended, on the average, by only seventy boys, many of whom are very young, it hardly affords a suitable field for the acquisition of experience and tact in the management and control of large masses of children, such as are often congregated in our more important male schools. My colleague, Mr. Stokes, thinks that he has observed the effects of this in some of the students whom he has hitherto met in the large schools of his district. They display, as a rule, want of power in the organization of masses; and, while they deal successfully with small sections, are found to be comparatively weak and ineffective in the presence of groups far exceeding in number what they have been accustomed to handle during the period of their training. Perhaps this defect is inevitable, as Hammersmith does not afford the elements for a large Roman Catholic school. A partial remedy, I suppose, may be found in the lectures of the master of method, who will probably endeavour to supply the students with rules and suggestions for applying and extending to larger schools the instruction which they receive in his own. That intelligent officer perfectly comprehends the difficulty which such students must encounter when they find themselves for the first time charged with the organization of from one to three hundred boys. That position is new to them, but it should not take them by surprise; it should have been anticipated in the course of their instruction, and definite maxims established for dealing with it. Experience has by this time very accurately defined the best classification and arrangement of any number of children. Its results may even be expressed in *formulae*, with which all students should be familiar before their training is completed. This we may fairly regard as one of the advantages offered to them in a training college, and which they have a right to claim. Such institutions cannot, indeed, however ably conducted, anticipate all the difficulties and perplexities which beset the teacher of elementary schools, and especially those which are of a moral kind, and tax the highest faculties of his nature; but

whatever is within the range of purely technical subjects, or can be reduced to a system, and, as it were, depicted in a map, the student should acquire with precision.

Variations
in course of
study.

The second point to which I desire on this occasion to call attention is perhaps of greater moment. It will be admitted that nothing could be more fatal to complete success in the work of training schools than unexpected changes in the course of study, or fluctuations in the standard of examination. Yet an impression exists in some minds that both these evils are to be feared. And there is a plea for uneasiness in the use, with which we are becoming familiar, of such expressions as "revised syllabus," "subjects liable to variation," and the like. The attempt lately made to stimulate industrial employments in female training schools, upon which I will venture to remark in another report, suggests also a fresh motive of disquietude. The officers of training schools desire to know precisely what is expected from them, and then to apply themselves quietly to their arduous work without the distracting apprehension of change or fluctuation of any kind. They appear to assume, not unreasonably, that sufficient materials have been accumulated during the last twenty years for the final and definite classification of all the aims proposed to them, and the clear and exact exhibition of the process by which they are to be attained. They are startled, therefore, and even dismayed, when the idea is suggested to them, perhaps erroneously, that further revision of the details of their work may be necessary; and that although general principles are not likely to be modified, considerable changes may possibly at one period or another be introduced in their application. I repeat that these misgivings do not appear to me to be justified, and have no doubt that in referring to them I only take the course which is most likely to lead to their removal. The scheme of study in training schools should be secure from variation, unless the character which it is proposed to give to the elementary schools is still a matter of doubt.

Standard of
examination.

But if it is important to avoid needless changes in the course of study, it seems not less requisite to discourage any symptoms of fluctuation in the standard of examination.

Rumours of
change.

It is impossible then not to sympathize with the deep and unaffected regret, which even the vague rumour that the existing standard may possibly be hereafter lowered, has excited amongst both school managers and teachers. I have always replied to their remarks on this subject, believing that I represented accurately the wishes and intentions of the Committee of Council, that no such disastrous project was ever contemplated. For ten years—to speak only of the period

which my own experience has embraced, and of the comparatively narrow field of work assigned to me—admirable and conscientious efforts have been made to reach the standard of efficiency at which the Committee of Council was supposed to aim. Those efforts, in spite of partial failures, have been substantially successful. This is a fact upon which I insist, and which no informed person will dispute. Where one good school existed in 1848, the date from which my personal observations commence, there are now fifty; and if the present system lasts a few years longer, I entertain no doubt whatever that bad and feeble schools will have ceased to be. But the progress already effected is due to the careful and generous striving after a common and rational standard of excellence. If the standard be lowered, the progress will certainly be checked, perhaps converted into decay and retrogression. The character of the papers used at the last general examination, some of which were hardly too difficult for pupil-teachers of the third year, has probably tended to confirm the apprehensions to which I am alluding. There is no pretext whatever, as far as my observation extends, for lowering that standard; nor could any such measure be adopted without inflicting incalculable injury upon the progress of public education, and destroying, by a sure and speedy process, the whole character of our training schools upon which that progress mainly depends.

I have only to add a few remarks upon the kind of aid and co-operation which the officers of training colleges are entitled to expect from without, and especially from school managers. I have no doubt that in the particular institution to which I am referring an excellent and solid work is being executed, and that the authorities are perfectly capable of continuing it, but it is certain that they would effect more with a better class of materials. The students hitherto admitted have been, with few exceptions, diligent and conscientious, and have on the whole acquitted themselves with fair success in spite of previous disadvantages. As long, however, as they are, in respect of origin and association, what they have been in times past, their teachers will encounter difficulties in the work of training which are not likely to be altogether overcome. It is a grave consideration for school managers whether they have done all they could to obtain a really good class of pupil-teachers, and to form their habits and character during the period of training.

I express no opinion on so delicate a point, but I may perhaps venture to suggest once more, as I have done in previous reports, that more care might at least be exercised in the original selection of candidates, and that it is far wiser

Kind of co-operation required.

Unqualified apprentices.

to leave vacancies in the staff of pupil-teachers than to fill them up without care and consideration. It may not be possible always to avoid mistakes, but they should at least be kept in view as a possible occurrence. Some children may present fair promise of success who are found, contrary to expectation, to break down at the end of the second or third year, and to have reached the highest level of efficiency which they are capable of attaining. But in too many cases, they appear to be selected without any reference to natural aptness, solidity of character, disposition to study, and the other considerations which ought alone to determine the choice. Candidates chosen with so little precaution, and then abandoned almost entirely, as they sometimes are, to the influence of the teacher, which is often feeble, or of their own instinct and predilections, which are not always safe guides, arrive ultimately at the training college with a very poor measure of the qualifications which they ought to bring to it. The remedy for this evil is of course in the hands of school managers. It is very satisfactory to me to report that there is an increasing number of schools, in which it is being energetically applied. It would be impossible to exaggerate the services which some managers render in this respect. I can only allude to them with grateful acknowledgment. The pupil-teachers are fortunate who possess the invaluable aids which they receive in these cases, and of which they manifest the influence in their subsequent career. I will not mention examples, but they are present to my mind, and often afford me no small pleasure and consolation. To the authorities of the training schools they are not only the surest sources of present gratification, but supply the only basis of confidence in future and permanent success.

Character of
students.

What the authorities of the Hammersmith Training College would effect with a really satisfactory class of students, and by the aid of active and intelligent co-operation on the part of school managers, may be inferred from what they have already done. Even the feeblest of the teachers hitherto trained by them display powers which the class which they are rapidly displacing seldom or never possessed. There is a general concurrence of opinion on this point, and I gladly bear my personal testimony to the zeal and devotion of all the teachers, both male and female, who have completed their training up to this date, and whose labours I have had an opportunity of estimating. If I had any doubt about the character and success of the training colleges which I visit, the admirable work which is now being effected by the students who have quitted them would suffice to convince me that such misgivings were both unreasonable and unjust.

The results of the recent general examination have not yet been communicated to me. I have only learned the fact that the students of both years have gained certificates of merit, and that all but one have received drawing prizes. I infer, therefore, that the examination was attended with fair success.

I have the honor to be, &c.

T. W. M. MARSHALL.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

ROMAN CATHOLIC TRAINING COLLEGE, FOR SCHOOLMASTERS.

(HAMMERSMITH, ST. MARY'S.)

First Year { 21 Candidates.
20 Certificates.

Second Year { 5 Candidates.
 { 3 Certificates.

[illegible]

REPORT by Her Majesty's Inspector of Schools, T. W. M. MARSHALL, Esq., on the ROMAN CATHOLIC TRAINING COLLEGE, for SCHOOLMISTRESSES, at St. Leonard's-on-Sea; for the Year 1858.

MY LORDS,

Number of students.

THE number of students now in this college is thirty-one, of whom ten are commencing the studies of the second, and twenty-one those of the first year.

Staff and instruction.

It is perhaps unnecessary to say anything on this occasion either of the buildings, which are all that can be desired; or the staff of teachers, which remains exactly the same as in former years; or the course of instruction, of which the character has been sufficiently indicated by the results of the recent examination. Two or three points only call for attention, and a very few words upon each of them will suffice.

Practising school defective.

The solitary defect which I have ever noticed or which, can be found at this moment in the institution, is the insufficient opportunity afforded for the practical study of school-keeping, or, in other words, the unsatisfactory character of the practising school. This defect does not of course consist in the absence of skilful teaching, but solely in the constitution of the school itself, which is attended by too small a number of children to offer all the requisite advantages to students.

Whether this affects the students.

What amount of injury, if any, they have suffered from this cause, I am myself unable to determine with precision, though I have carefully sought to estimate it in my observations upon the students now employed in schools. In the case of some having charge of very large schools, with an average attendance exceeding 200, no trace of feebleness in dealing with masses, and certainly no blunders in organization, have been detected. It appears, therefore, that the incapacity which want of experience and of familiarity with the arrangement of large groups, might have been expected to produce does not betray itself in practice; nor can I refer to any definite proof of injury sustained by the cause to which I have referred. I have conferred with the authorities of the training college on the subject, and they do not attach much importance to it. They appear to consider that the lessons in method and organization effectively supply whatever is wanting in this particular, and my experience leads to the opinion that they do not deceive themselves. The whole question turns upon the degree of importance

Not appreciably.

attached to the practising school as an instrument in the general work of training. I am inclined to think that this is somewhat exaggerated, and that students who have been pupil-teachers in large and well conducted schools are to a considerable extent independent of the further aids which may be derived from attendance on the practising schools of training colleges.

I should add, however, that I speak with diffidence, and do not profess to have formed a clear opinion on the whole subject. On the one hand, I have failed to detect any positive results from the defect alluded to; on the other, it would be unreasonable to assert confidently that they do not now exist, or may not hereafter be felt. I content myself therefore with the statement, that the practising school is not in all respects so complete as could be wished, and I have called the attention of the college authorities to the fact.

This fact
not conclu-
sive.

The most effective tests of the character of a training school, and of the work accomplished in it, are to be found in the results of the annual examination, and, much more, in the labours of the students when actually engaged in the charge of schools. Applying these tests to the St. Leonard's College, I may say, without hesitation, that they afford ample evidence of the skill and success with which that institution is conducted. A considerable number of the students are now teaching in various parts of my district, and especially in London,—for the most part in large and difficult schools—and it is only due to them to say, that they display, with scarcely an exception, very valuable qualities. They are especially remarkable for the personal influence which they exert over the pupils, and the improved discipline which always, as far as my observation goes, accompanies their presence in a school. I have hitherto seen no exception. Even the least capable of them is in these respects, far more successful than the old class of teachers who had not enjoyed the advantages of a similar training. I must say, too, that in addition to the conscientious zeal and activity which might fairly be expected from such students, they exhibit a simplicity of character, a freedom from pride and self-complacency, and a religious earnestness of motive and purpose, which have often excited my admiration. Others have been much struck with the manifestation of these qualities; and several school managers have expressed to me their cordial satisfaction in possessing the services of such teachers, and their warm appreciation of the work performed by them. It is to be noticed also, that some whose abilities and attainments are only moderate, are quite as successful in the points referred to, as others who have

Students
now in
charge of
schools.

Their per-
sonal in-
fluence.

Testimony
of school
managers.

greater natural capacity. This is an important fact, because it indicates, perhaps more clearly than any other, the effects of the moral training which they have received. For this reason it appears to me to deserve special notice; and I congratulate the authorities of the training college upon this decisive proof of the effects of their teaching and example.

Recent examination.

The results of the recent examination afford equally satisfactory testimony to the success of the mental training. Of the whole number of students examined at Christmas fifty-one per cent. obtained the first class; while of the second-year students, with respect to whom this test is still more conclusive, because it reveals the *final* result of their studies, seventy-one per cent. gained the same distinction, and none were placed lower than the second class. Every student in both years gained the drawing prize, and nearly one-fourth of the whole number were also certificated as capable of teaching drawing.

Its results satisfactory.

If, again, we pass from this general statement to the minuter details set forth in the tabulated results of the examination, the evidence acquired is not less satisfactory. Thus, in the important subject of *school management* I find that 85 per cent. were marked either *excellent* or *good*. In geography more than 70 per cent. received the same marks, of whom more than 30 per cent. were "excellent." Of the *essays* of the second-year students, 55 per cent. were marked *excellent* and the remainder *good*, while of the *notes of a lesson* produced by those of the first year nearly 80 per cent. were either *good* or *excellent*. In English grammar 67 per cent. were *good*, and in *arithmetic* the same number. Finally, in *penmanship* 70 per cent. were excellent or good, and in *industrial skill* the same proportion. These results are more than satisfactory, and render it wholly superfluous for me to express my personal opinion as to the skill of the teachers or the excellence of their method. I have only to express the confident hope that they may continue, in future years, to prosecute their work with the same solid success, and to render the same valuable service to the cause of public education.

Industrial training.

One other subject only requires to be noticed on this occasion. Some uneasiness has been excited in this, as in other training colleges, with respect to what are understood to be the new measures for stimulating industrial instruction. No intelligent person denies the importance of such instruction in the case of female students; but some difference of opinion naturally exists as to the limits within which it should be confined, and especially as to the effect which it should be allowed to produce on the position of candidates in the class lists. If

students who have acquired fair skill in needlework, but have not received any special industrial training, forfeit the place to which their general attainments entitled them, it is felt that injustice is done, and that in the long run decisions of the same kind, though they might promote a higher degree of industrial skill, would only do so at the risk of depressing the standard of instruction to a lower level.

Can hardly
co-exist with
mental.

The whole question seems to require very careful consideration. The subjects included in the course of study already take a sufficiently wide range, absorb the whole time both of teachers and students, and certainly leave very little leisure for new occupations. It may be doubted, therefore, whether the introduction of anything like systematic industrial training can be attempted without danger.

I venture to think that very inconvenient results would follow from it, and that the primary objects supposed to be aimed at in this class of institutions, which are surely the intellectual and moral training of the students, would be seriously compromised. I have the less hesitation in expressing this opinion in connexion with the St. Leonard's Training College, because unusual skill is displayed there in all branches of needlework, from the simplest to the most elaborate; and if the authorities deprecate such an estimate of the value of domestic and industrial employment as appears to them undue and excessive, it is certainly not from any want of power to give instruction in both. I had lately an opportunity of examining a very large quantity of work produced in this institution, including not only the plainest sorts, such as stockings, shoes, gloves, and dresses, but even the most costly lace, and the most highly ornamented ecclesiastical vestments. I notice this fact because it lends additional weight to the opinion expressed by the authorities, with which I cannot but concur, that the amount of attention to be given to industrial work may be safely left to their prudence and judgment, and that the skill acquired in it ought not to occupy a prominent place in the results of the annual examination.

Needlework
at St. Leo-
nard's.

I have the honor to be, &c.

T. W. M. MARSHALL,

To the Right Honorable

The Lords of the Committee of Council on Education.

REPORT on the ROMAN CATHOLIC TRAINING COLLEGE for SCHOOLMISTRESSES, at Liverpool; by Her Majesty's Inspector of Schools, SCOTT NASMYTH STOKES, Esq.;—for the Year 1858.

MY LORDS,

NOTHING has occurred to obstruct the successful career of the Liverpool Training College. First opened in the autumn of 1845, its progress may be traced in the following Tables:—

I.—SCHOLARSHIPS and CERTIFICATES.

Year.	SCHOLARSHIPS.				CERTIFICATES.				Schedule.
	Candidates.		Scholars.		Students.		Classes.		
	Appren- ticed.	Not Appren- ticed.	Passed.	Admitted to Residence.	2nd Year.	1st Year.	2nd Year.	1st Year.	
1855	20	0	19	18	0	0	0	0	0
1856	27	7	20	18	0	20	0	18	2
1857	32	14	26	24	9*	22	9	22	0
1858	34	9	27	28†	15	24‡	15	24	0

II.—TRAINED TEACHERS sent out.

Year.	Students of Two Years.	Students of One Year.	Total.
1856	0	10	10
1857	9	6	15
1858	15	3	18
			43

III.—STUDENTS in TRAINING, January 1859.

Scholars of Second Year.	Students of First Year.	Total.
23 §	28	51

* A schoolmistress, previously certificated, was examined in this year as a student of second year without raising her classification.

† An assistant of three years' standing takes a scholarship without examination.

‡ The first year students were 25, but at the opening of the examination one was summoned by telegram to attend her father's deathbed.

§ A certificated teacher returns for her second year's course.

It will be observed that the number of candidates for scholarships, and, in spite of failures, the number of admissions to residence, increase steadily, if not fast; that the students presented for classes have generally been successful in obtaining them; and that from year to year, while more teachers are produced, a larger proportion of students remain to complete the full course of two years' training.

That a training college of three years' standing should have produced forty-three certificated teachers, and should contain fifty-one Queen's scholars, are results well calculated to inspire confidence in the success and stability of the work in hand.

Not less satisfactory were the classes awarded after the examination at Christmas 1857, more particularly to the students of the first year. In every paper, excepting domestic economy, good marks were given; and in drawing, while of the thirty students who attempted the exercises, all passed at least moderately well, twenty-eight obtained the rare distinction of prizes.

At the close of June 1858, the time of year selected as most convenient to the governesses and students, in company with Mr. Marshall, I visited the college for the examination of the second year's students in reading and teaching. We considered the reading to be good; and the teaching exhibited method, grasp, and intelligence. The lessons, though addressed to large drafts, did not degenerate into lectures, which is the common vice of gallery lessons. They ranged over the subjects ordinarily taught to quick children in a first-rate school; had evidently formed the matter of thoughtful preparation; and, though given with various degrees of ability, in every instance afforded models of the appropriate means to be relied on in mental cultivation.

Perhaps I may take this opportunity to note the improved skill in teaching which the male students of the second year at Hammersmith displayed when tested last September by Mr. Marshall and myself. The lessons on that occasion were in every way superior to such as I have heard given at Hammersmith in former years.

The health and strength of the Liverpool students manifestly improve during residence in the college. It is true that two or three persons of weakly constitution have been admitted, and their health has required watchful care. The appearance of the majority gives evidence of robust vigour and does credit to the liberal dietary. No case of serious illness has occurred throughout the year.

Of the three students who leave this Christmas at the conclusion of their first year, two are induced to do so by their

state of health, which unfits them for further sedentary employment. The rule is now established, that without some special reason to the contrary, every Queen's scholar shall go through the full course of two years' training. The course for the second year does not consist in a mere iteration of the lectures delivered in the first year. It is essentially of a higher order. The lectures are given in a separate room by a different teacher, and presume in the lecturer the possession of a power and cultivation which students only acquire after a year's residence. In regard to attendance in the practising school, a marked distinction is made between the two classes of students. Those of the first year attend in the practising school from time to time, and listen to model lessons, but they are not required to teach or to manage the classes. For the most part, indeed, they would be quite incompetent to do so. The children's minds have been so stimulated by teaching of the utmost vigour and ability, that the consequence of employing raw students in their instruction must be either to overwhelm the tyro with despair, or to empty the scholars' benches. The trial is not made in the first year; but in their second year, students, after acquiring a theoretical knowledge of the principles which regulate the discipline and instruction in good schools, after listening to model lessons and preparing to imitate them, are sent into the practising school to take part in the school business.* Hence it will be seen that the course throughout the two years is progressive; deeper, more solid, more thoroughly practical, in the second than in the first year. I am of opinion that a great and necessary improvement in the present plan of examination would be made by the adoption of the practice, sanctioned in the male training colleges, of proposing wholly different papers in all subjects to students of the two years. The distinction between complete and incomplete training is lessened, and the temptation to leave after one year, especially in the case of clever students, is heightened by issuing the same papers to students of the two years; and I do not see that the present plan has any recommendation, unless viewed from the side of the feeble and backward. The school management paper proposed to the students of one year at Christmas 1858 was drawn up on the supposition that all of them had gained some experience in the practising school, experience which, in Liverpool at least, is a privilege confined to students of two years. It is important

* I do not wish to undervalue the influence of the training college when I say that within my experience the best teachers, both in the college and afterwards in independent situations, are those who have been most skilfully handled during apprenticeship. The training college cannot compensate for five years spent under a careless or incapable mistress.

that students should be made to feel, and that managers of schools should understand, that students of one year are not regarded by the college as intellectually or experimentally qualified for the charge of children. Thus, the wish of the Privy Council to encourage students in remaining for two years under training will be best accomplished. To this consummation the present system of papers offers obstruction.

Another change which appears desirable, as tending in the same direction, is a modification in the scale of augmentation allowed for the first year of a teacher's probation. At present, the rule is to grant 10*l.* for this year, whether the teacher has remained one or two years in college. I think the distinction between the two classes should be marked, either by reducing the first year's augmentation of a student of one year to 8*l.*, or raising that of a student of the second year to 12*l.*

The wish, indeed, of those who conduct the training college would be that all young teachers should pass their probationary years as assistants to experienced schoolmistresses, under the new Minute; and a student of two years, who stood first in the scholars' list of her year, and has always held a high position in every subsequent examination, has been appointed to fill the position of assistant in the practising school. But the wish cannot be generally realized. At present, trained students are superior to the average schoolmistresses, and could not be advantageously employed in a subordinate position under them.

It gives me particular pleasure to know that a suggestion which I ventured to make in my general report for 1855, respecting an examination, by ecclesiastical authority, into the students' proficiency in religious knowledge, is now carried into effect. After a strict examination, conducted in accordance with the practice of the Privy Council, the names of the students of Liverpool and St. Leonards have been classified and published; and school managers wanting teachers are now enabled, by reference to this list, to assure themselves that applicants for situations are qualified by proficiency in the highest branch of instruction, no less than in secular studies, to undertake the education of children.

With respect to instruction in domestic economy, the authorities of the training college report that "all the students are engaged for an hour every morning in sweeping and cleaning the apartments which they occupy, making the beds, &c.; they also wash their plates, &c. after every meal. On Saturdays a longer time is spent, under careful superintendence, in thoroughly cleaning the whole of the college, excepting the kitchens and stone passages." So much manual labour would seem beneficial. It affords regular exercise, and

promotes health ; it cultivates habits of cleanliness and order, and it checks the tendency to pride incidental to an initiation into the higher education. More is not attempted. The kitchen of the college, with its Belgian stove, and the laundry, with appliances of an unusual character, would not afford useful practice for the students, even if the aim of the institution was to train laundry-maids and cooks. But I submit that such is not the aim of a college for schoolmistresses, and I think that the characteristic features and peculiar tradition of the house, which ought, above everything, to be maintained inviolate, would be obscured and broken through by the introduction, either into the students' course or into the Privy Council examinations, of any pursuits calculated to raise in the thoughtful mind the reflection that skill in them will become practically useful, not to the school-teacher, but to the maidservant and the wife.

It is, indeed, proposed by the ladies, who have already expended 10,000*l.* upon the college, to spend a further large sum in the erection of a system of model schools in connexion with it, which would comprise an industrial department, with a perfect cottage kitchen, where the meals of the pupil-teachers may be daily prepared. Such a kitchen would be of service in affording occasional change and recreation to the students, in giving opportunity for illustration in some of the lectures upon domestic economy, and in making those engaged in it handy, observant, and helpful. But the serious introduction of menial labour into a training college would, I am persuaded, prove an innovation upon its character, which must either overpower the intellectual element, or shortly be excluded by it. A public nursery, which has not yet been proposed, would have closer affinity with a schoolmistress's duties. Schoolmistresses, as a rule, do not wash and get up their own or others' clothes, nor do they cook their own or others' dinners ; and the argument that they should acquire these arts because economy is neglected by the poor is not more conclusive than the reasoning that schoolmasters ought to learn to carry the hod because the dwellings of the people need improvement. The governesses of the Liverpool Training College have not been selected for excellence in servile work ; and while there is no literary or intellectual labour expected of them which they are not completely able to accomplish, while their influence over the minds, hearts, manners, and dress of the students seems almost unbounded, while they have proved their qualifications in training teachers, I am free to confess my grave doubts of their superiority in the scullery and still-room. The same class of students would not enter the training college, nor would the same teachers be likely to conduct it, if

grammar and history were superseded, or even supplemented, by cooking and washing. I hope the rule will be maintained which strictly limits the subjects of instruction and examination to those directly connected with elementary school-work. A modification of the drawing exercises and music papers, to meet this rule, would simplify the college curriculum.

In conclusion, I beg leave to offer some remarks upon the examination of female candidates for scholarships. From Mr. Cook's report upon female training colleges for last year, it appears that of 329 apprenticed candidates, 299 gained scholarships, and only 30, or 8·2 per cent., failed in obtaining free admission to training. The female pupil teachers examined before me in 1856, 1857, and 1858 have not fared so well.

In 1856 the failures were 9 out of 26, or 34·6 per cent.

1857	"	6	"	32	18·8	"
1858	"	11	"	34	32·3	"

And as some of them occurred among pupil-teachers brought up in schools of high reputation in Liverpool, Manchester, Preston, and Edinburgh, who seemed in every respect suitable subjects for training, it is difficult to find a satisfactory explanation to cover the whole number of cases. Possibly, the loss of marks for religious subjects in papers proposed to candidates of the established church, and not to others, may be a partial explanation. Again, Mr. Cook's statement shows that last year 199 out of the 299 (or 66·6 per cent.) gained scholarships of the first class, while of those examined before me, only 3 out of 24 (or 12·5 per cent.) met with equal good fortune. Here, too, the Roman Catholic candidates probably lost ground, in comparison with others, by exemption from the papers on religious subjects; and the plan of classing together competitors, some of whom take up fewer subjects than the rest, appears anomalous. Certainly, if only a small minority find cause of complaint, there would be little advantage in proposing a change, but I am informed that the failures at Christmas 1858 have been far more numerous than formerly, and in future years, when the majority of candidates will be examined for scholarships before the close of their apprenticeship, there seems no reason to anticipate larger success. This consideration will excuse the suggestion that it will be better to propose to the female candidates a set of papers entirely different from those given to male candidates. Up to this time, the papers for the two sexes have been the same, excepting that the males take Euclid in place of domestic economy. The course of study prescribed for male pupil-teachers is not identical with that for females. Especially in grammar and arithmetic the difference is marked. And the consequence has been that the papers upon those subjects in

the scholarship examination comprise questions which female candidates are not expected to answer. This occasions perplexity to the girls, who are puzzled at seeing questions put before them which they should not attempt, and who often lose time upon Latin and mensuration in simplicity and ignorance. School management again requires somewhat different treatment for boys and girls, and whole classes of questions, such as those relating to infants' management, and again to needlework, are suited for one sex and not for the other. The female candidates must now number nearly 1,000 per annum, and it is not too much, perhaps, to ask that they should be required to answer a distinct and appropriate set of examination papers. This year, for the first time, an exercise in needlework had to be performed by female candidates, and while bad marks for sewing brought down the unskilful, good marks (which is more extraordinary) availed to secure a place on the scholars' list for some whose literary productions did not entitle them to it. The authorities of the Liverpool Training college have protested against the admission of scholars on account of manual dexterity; and it is difficult for an inspector to withhold his sympathy from their view, that the value of needlework should not be overrated, as easily may happen in an examination where candidates are not asked to read, and have no opportunity of gaining marks by skill in managing and teaching a class. I am of opinion, indeed, that it would be a decided improvement in the plan of examination if the reading of every candidate were tested and valued by Her Majesty's Inspector, and if the mark given by the inspector for teaching at the apprentice's last examination were taken into account in settling the scholar's place. Information, such as has been given about the certificate examinations, respecting the value assigned to every paper in the examination for scholarships, and the rating requisite for a first class, would be highly valued, and would prove of great assistance to teachers in charge of apprentices. Failure would thus become less likely in the case of well-prepared and promising candidates.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

LIVERPOOL ROMAN CATHOLIC TRAINING COLLEGE FOR
SCHOOLMISTRESSES.First Year. { 24 Candidates.
24 Certificates.Second Year { 15 Candidates.
15 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
English Grammar	-	-	18	4	6	9	-	2	-	-	-	-	-	-
Geography	1	-	19	5	4	10	-	-	-	-	-	-	-	-
English History	-	-	5	9	19	6	-	-	-	-	-	-	-	-
School Management	3	2	21	12	-	1	-	-	-	-	-	-	-	-
Domestic Economy	-	1	2	6	14	8	7	-	1	-	-	-	-	-
Arithmetic	2	1	18	12	4	2	-	-	-	-	-	-	-	-
Industrial Skill	-	1	19	14	5	-	-	-	-	-	-	-	-	-
Vocal Music	-	2	6	2	17	10	1	1	-	-	-	-	-	-
Reading	5	3	8	6	11	6	-	-	-	-	-	-	-	-
Spelling	-	-	24	13	-	2	-	-	-	-	-	-	-	-
Penmanship	-	-	24	13	-	2	-	-	-	-	-	-	-	-
Notes of a Lesson (Students of 1st year only)	8	-	16	-	-	-	-	-	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	3	-	12	-	-	-	-	-	-	-	-	-	-
Inspector's Report (Students of 2nd year only)	-	4	-	7	-	4	-	-	-	-	-	-	-	-

APPENDIX B.

RETURNS as to Instruction in Domestic Economy, and as to Diet.
Liverpool Roman Catholic Training College for Female Students.
December 1858.

Questions.	Answers.	REMARKS.
1. Is practical instruction in domestic economy systematically given in your institution?	Yes - - - - -	All the students are engaged for an hour every morning in sweeping and cleaning the apartments which they occupy, making the beds, &c. They also wash their plates, &c., after every meal. On Saturdays a longer time is spent under careful superintendence in thoroughly cleaning the whole of the house, except the kitchens and stone passages.
2. By whom are the students instructed in these matters?	By the matron of the institution, under the superintendence of one of the governesses.	
3. Are the students employed in the kitchen?	No - - - - -	The kitchens of the Liverpool Training school being one in which cooking is carried on for a large number of persons, it has not been thought either practicable or desirable to use it, as a means of training in this branch of domestic labour. Arrangements, however, are being made, to have in the course of next summer, a model industrial department in connexion with the model schools of the college. This would include a kitchen such as the students might find in their own homes, and in this they will daily prepare and cook the dinners of the pupil-teachers who live on the adjoining premises.
4. By whom are they superintended while so employed?		
5. What number of hours in the course of each * are so employed by each student upon the average?		
6. Is the kitchen in which instruction is given that in which the food of the students is prepared, or a separate one specially arranged for the purpose?		
7. Does the kitchen contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?		

* Insert the period, week, month, or year, which may best explain the average time employed.

Questions.	Answers.	REMARKS.
8. Is there a laundry in the institution; are the students employed in it, and if so, how often? What work is actually done by them?	There is a very complete laundry. A few of the students are employed in it on Saturday mornings. The work done is ironing and folding clothes.	The proposed industrial department of the model schools will contain a laundry of a similar character to the kitchen mentioned above.
9. Does the laundry contain appliances beyond those which are likely to be found in the house of an ordinary labouring man?	Two large rooms are fitted up with every appliance necessary for carrying on washing, upon the large scale which an institution like this demands.	In an institution like this, it is scarcely possible to teach industrial work of this kind without special premises, so arranged as to allow of such work being carried on there as the students will hereafter be called upon to perform.
10. Could the superintendent certify, if called upon, as to the proficiency of the students in cooking and washing?	No.	
11. What other household work is done by the students; at what hours, and under what superintendence?	—	
12. Give, as nearly as you can, in a tabular form, the dietary of the students at each meal during one week. State the average consumption per student of each of the articles named in the dietary during the second quarter (<i>Lady Day to Midsummer</i>) of this year.	AVERAGE CONSUMPTION OF ARTICLES. Tea and coffee, 1½ lbs. Flour, 12s. worth. Butter, 6 lbs. Butcher's meat, 29 lbs. Fish, 4 lbs. Milk, 17 quarts. Fruit and vegetables, 5s. worth.	DIETARY OF STUDENTS. (See below.)

—	BREAKFAST.	DINNER.	TEA.	SUPPER.
SUNDAY	Coffee, and bread and butter.	Roast legs of mutton, potatoes or other vegetables, fruit puddings.	Coffee, and bread and butter.	Tea, bread and butter, with potatoes, pastry, fruit, or cheese.
MONDAY	Ditto.	Roast or boiled rounds of beef, potatoes or greens, suet puddings.	Milk and water, and bread and butter.	Ditto.
TUESDAY	Ditto.	Hashed meat, potatoes, fruit pies.	Ditto.	Ditto.
WEDNESDAY	Ditto.	Roast legs of mutton, boiled rice, rolled puddings.	Ditto.	Ditto.
THURSDAY	Ditto.	Roast or boiled beef, or roast veal, potatoes, fruit puddings.	Ditto.	Ditto.
FRIDAY	Ditto.	Fish or eggs, potatoes, rice or sago puddings.	Ditto.	Ditto.
SATURDAY	Ditto.	Boiled legs of mutton, potatoes, puddings.	Ditto.	Ditto.

Signed the 24th day of December 1858.

C. KOHL, Superintendent.

REPORT on the CHURCH OF SCOTLAND TRAINING COLLEGE,
at Edinburgh; by Her Majesty's Inspector of Schools,
E. WOODFORD, Esq., LL.D. ;—for the Year 1858.

MY LORDS,

Edinburgh, 8 Sept. 1859.

THIS training college has during the last two years been undergoing many important changes in the staff of lecturers and teachers, and in the arrangements consequent upon these and upon the successive additions to the accommodations; and I accordingly found it so often either in a transition state, or so lately in operation under the change last made, that acting upon my original instructions not to report on it specially every year, but once in two or three years, at my discretion, I had given up the idea of submitting any special report till next year, when it would have passed one session under provisions that are comparatively complete and settled. But immediately on receiving instructions that such a report was required by a certain day, I proceeded to make the necessary inquiries and inspection. The session, however, has but just commenced, and I have therefore to speak not of results, but of organization, apparatus, and methods, and the promise of success with which these appear to be employed.

Staff. The staff of lecturers and teachers is as follows :—

1. The Principal.
2. Lecturer on history and classics.
3. Lecturer on English literature and geography.
4. Lecturer on mathematics, and physical science.
5. Teacher of drawing.
6. Teacher of writing, and book-keeping.
7. Teacher of French.
8. Matron.
9. Governess.

10. Janitor, who acts both for the training college and the model school.

Advantage
of its recent
enlarge-
ment.

The most obvious and immediate advantage of this great enlargement of the staff of lecturers and teachers since my last special report is, that the students do not now receive any part of their class instruction from teachers in the model school, a combination which formerly prevailed to a great extent, and which I considered as productive of great inconvenience in the arrangements, and of loss of efficiency to one or both of these branches of the institution.

Time-tables.

The following Time-tables will show in what branches, and at what hours, the lecturers and teachers are severally engaged, as well as the subjects of instruction in each class of the students. The number in the table refers to that in the list of the staff for the particular lecturer or teacher who is engaged, when the subject does not make it obvious.

TIME-TABLE for Male Students, of whom there are 49 in the First Year, and 33 in the Second Year.

Time.	Monday.		Tuesday.		Wednesday.		Thursday.		Friday.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
8 to 9	Drawing	—	—	—	—	Drawing	—	—	Drawing.	—
9 to 10	Do.	—	History	English	Geogra- phy.	Do.	History	English	Do.	—
10 to 11	(2) Bible	(1) Bible	English	History	Lecture (1)	Latin	English	History	(2) Bible	(1) Bible.
11 to 12	(3) Music	(3) Music	School	School	(3) Music	(3) Music	School	School	(4) Geogra- phy.	(4) Arith- metic.
12 to 1	—	—	Latin	—	Latin	—	Latin	—	Latin	—
1 to 2	School	Latin	—	Latin	—	Latin	—	Latin	—	Latin.
2 to 3	Mathe- matics.	Lecture and Theory of Music.	Mathe- matics.	Geogra- phy.	Mathe- matics.	—	Mathe- matics	Lecture and Criticism Lesson.	Mathe- matics.	Geogra- phy.
3 to 4	(4) Arith- metic.	—	Writing	(3) Singing	(1) Lecture and Criticism	—	Writing	—	(4) Arith- metic.	—

TIME-TABLE for Female Students, of whom there are 49 in the First Year, and 23 in the Second Year.

Time.	Monday.		Tuesday.		Wednesday.		Thursday.		Friday.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
8 30 to 9	—	—	Drawing		—	—	Drawing.		—	—
9 to 10	—	(1) Bible	Do.	Do.	—	History	Do.	Do.	—	(1) Bible.
10 to 11	(4) Arith- metic.	English	(1) Lecture	(4) Arith- metic.	(4) Arith- metic.	English	(1) Lecture and Criticism.	(4) Arith- metic.	(4) Arith- metic.	English.
11 to 12	(9) School	—	(3) Music	School	(9) School	(4) Arith- metic.	(3) Music	School	(9) School	—
12 to 1	—	—	—	—	—	—	—	—	—	—
1 to 2	English	Sewing	Sewing	French	English	Sewing	Sewing	French	English	(4) Drawing.
2 to 3	(2) Bible	Geogra- phy.	History	(1) Lecture and Theory of Music.	Geogra- phy.	(1) Lecture and Theory of Music.	History	Geogra- phy.	(2) Bible	(1) Criticism Lesson.
3 to 4	—	—	—	—	—	—	—	—	Geogra- phy.	—

TIME-TABLE for the Female Preparatory Class, of whom there are 23.

—	9 to 10.	10 to 11.	11 to 12.	12 to 1.	1 to 2.	2.
Monday	(2) Bible lesson	(9) Examination of lec- tures. Reading.	—	(4) Arithmetic	History	(9) Sewing.
Tuesday	(4) Grammar	Drawing	—	(4) Arithmetic	Geography	(9) Music.
Wednesday	(4) Grammar	(9) Examination of lec- tures.	—	French	History	(9) Sewing.
Thursday	(4) Grammar	Drawing	—	(4) Arithmetic	Geography	(9) Music.
Friday	(4) Grammar	(9) Examination of lec- tures.	—	French	(9) Teaching	(9) Sewing.

Efficiency of
the staff.

To characterize briefly some of the more striking features of the individuals in this staff, I should say, that the Principal is distinguished for great clearness of conception, and exactness without stiffness of expression, especially in discriminating things that are apt to be confounded. These qualities are very apparent throughout his manual on "*The Principles and Practice of Early and Infant School Education*," as they are in his oral examinations, in which he is at pains to elicit similar qualities in the answers given to his questions; and they are turned to excellent account in the "Criticism lesson."

The lecturer on history and classics has a scholarly mind. He treats a difficulty, in Scripture history especially, in an exhaustive manner, without being tedious; and, in teaching Latin, he is at great pains to inculcate accuracy in the knowledge of first principles.

The lecturer on English literature and geography goes to his class with a minute and ready knowledge of his subject, that can be the result only of very close and careful application. He appears also to bestow much time and labour in the revision at home of the written exercises which he prescribes.

The lecturer on mathematics, whom I saw, I believe, on his first day with some of the classes, appears to treat all the parts of his subject, which includes the arithmetic, with remarkable ease and familiarity, and at the same time with considerable skill in simplifying and illustrating the nature of a process to his class. He may still find, however, that his anticipation of what will be fully comprehended, and thus permanently retained, is at present somewhat high. Yet this is a mistake that I should almost be sorry to see entirely wanting in a young teacher. What I saw of his arithmetic in all the classes was: exercise in involution and evolution in the different scales, from two to twenty, an exercise well calculated not only to give at the outset an enlarged view of the relative or contingent value of figures, but to induce a degree of readiness and accuracy in ciphering that may save time in the subsequent parts of the course; but, in this respect, almost everything will depend on the degree of parity with which the students in each class are carried forward together as a class.

The teacher of writing and book-keeping has a great facility in setting accurate and beautiful illustrations on the black-board or large slate, and has already produced perceptible results in imitation with the pen.

The governess is the first in the office here, and has been only about a week in charge; but she was a former pupil-teacher, and a student of superior and well-ascertained qualifications,

and I was quite prepared for the very promising commencement that she has made. She gave an excellent model lesson before a class of the female students, on the materials and process for putting in a pane of glass.

For the former practice of reading manuscript lectures, and afterwards examining on the subject, there is now substituted an examination, with such remarks as may be suggested, on a passage from a suitable manual previously prescribed to the class for study, and, for subjects not depending on experimental illustration, the change is a great improvement. The ordinary mode of conducting the examination is to call up two in the class, and, question them for about ten or fifteen minutes, calling upon any of the others only if these fail. For this appearance the two get a mark that enters into the summation for their certificate from the training college. Then other two are called up, and questioned in continuation of the subject, and so on. The rest of the class appear to give very fair attention, which may be aided by general interest in the immediate effect to their companions of the appearance which they may be making. Still, if it were not for making this entry, questions would naturally fall to each individual at shorter and more uncertain intervals, and a greater degree of general attention might be maintained. For maintaining animated attention, however, I have seen no plan equal to that of addressing each question to the whole class, and calling upon any one to answer (no sign of readiness being asked), occasionally also calling upon another to say whether that answer be right, and upon others, or the class generally, if they differ. In this mode of examination the question is very distinctly enunciated at the outset, and twice if there be any complexity about it, but it is not afterwards repeated to those who are successively called upon to answer it.

As the principal and another of the lecturers have both a theoretical and a practical knowledge of music, which is turned to account in the instruction of the classes, some more decided improvement in the long unsatisfactory state of this important branch may now be looked for, and is already visible.

Drawing will benefit by the greater number of hours that the Master now attends, allowing of a corresponding number of subdivisions of the students, which is the more important as he gives no class lessons, but directs and assists the students individually, the share of the time for each being of course limited by the number to go over. Some of the present classes, however, are as large as when all were drawing at the same time. This sectional arrangement was carried out last session, and the December examination, as well as the college public exhibition, seemed to evince general improvement.

Principal's
arrangement
for the
practice of
the students
in teaching.

For teaching in the practising school, the following* is the plan laid down by the principal:—

JUNIOR STUDENTS.

Junior
students.

The female class visits the school three hours weekly, in three sections corresponding to the infant, middle, and upper divisions of the school. In the *infant school* the mistress gives a lesson in their presence, at each visit; and the students give one collective lesson (subjects varying), and one reading lesson. In the *middle division* the governess follows a similar course. At the end of the hour the lessons are talked over between teacher and students. In the *Hall*, a student gives two lessons in the hour, continuing with one class for a week; and the students hear one lesson by the head master weekly. In this department six or seven classes go on simultaneously under the inspection of the head master, who does nothing else during the hour. The lessons are, in fact criticism as well as practising lessons, and particularly so in the two lower departments. It is taken for granted that one lesson combining these characters is worth several merely practising lessons. During that hour the principal goes from room to room, as he sees occasion.

The regular weekly criticism lesson, given in the presence of all the students, differs from those in the practising school,—(1), in its more minute criticism; (2), in the permanent recording, by the students, of the criticism, which is dictated for that purpose; (3), in the students preparing notes for it; and (4), in their taking part in the criticism according to a given plan.

The *male class* spends the same amount of time weekly in the school, of which one hour is spent in listening, and two in teaching. The arrangements for them are similar to those for the female students; the principal taking the place of the governess in the middle department, and the infant school being a blank, they learn about the infant school only in theory.

SENIOR STUDENTS.

Senior
students.

Female Class.—This class continues its teaching in the infant department on Tuesday and Thursday from 11 to 12, as in the first year.

To learn the organization and conducting of the school as a whole, each student is appointed assistant to the head master for one week, and spends her whole time in the school in observing, and doing what she is told to do as assistant. Whilst in school she is directed by the head master how to observe, and the governess spends two hours weekly with her

as a guide. Further, to enable her to observe to purpose, she receives a schedule containing heads under which she is to arrange her observations ; thus,—

1. Daily engagements throughout the school, *i.e.*, time-table.
2. Trace the teaching of each one subject from the lowest class to the highest.
3. Note how the registers are marked and balanced.
4. Observe the manner of marking proficiency and progress.
5. Observe what record is kept of the work done in the school.
6. Observe how the head master combines attention to his own class with the superintendence of the other classes.

The accuracy and minuteness of her observations is tested by her being required to lodge, with the head master, within fourteen days, a report of what she has seen, and this the head master comments upon, and finally lodges with the principal.

A week is spent in the infant school in precisely the same way, making a fortnight in all.

During the time opportunities occur for both teaching and listening to the master or mistress teaching.

The governess gives two model lessons weekly, in the presence of the visiting student, in addition to what the head master and infant mistress do.

This class has also its regular weekly criticism lesson with the principal, and two subsidiary ones weekly with the governess.

Male Class.—This class does very much the same as the female class. It does not visit the infant school, but it receives so much the more time in the hall. Permission is generally asked by the visiting student to hear the infant mistress give one or two gallery lessons ; and it is always granted.

In addition to the teaching in which they can engage during their week, a month or six weeks is divided amongst them, generally towards the end of the session ; during which they take the place of the junior students in the practising school.

From what I have seen in operation of this arrangement now and formerly, I believe it is the best that can be adopted in the circumstances, in order to have the students engaged in some way in the practising school a reasonable number of hours during the session. But the model and practising school is much too small for the number of students that now attend the training college.

If the premises admitted of more children, more students could have classes at the same time, which would be much preferable to having groups simply looking on while another, not unfrequently inferior to themselves, is engaged in giving

Remarks.

Premises too small.

Disadvantage.

a lesson, and I have often seen them do this with a considerable degree of listlessness. There was little or nothing for them to copy, and they were not called upon to point out faults.

Needlework. The female students are engaged in needlework under the matron two hours a week, the senior and junior classes on different days. At entry, each is examined as to her skill in the different species of sewing, and made to practise that in which she may be deficient till it is brought up. They then proceed to cut out model shirts in paper, a practice which it is but fair to state was introduced here, about two years before it was proposed by Mr. Cook as recommended by Miss Burdett Coutts.

They next proceed to cut out and make a full shirt in cloth, of which each pupil is required to know the exact dimensions; then under-clothing and children's dresses, which occupies the remainder of the session. The students are required to cut not after a pattern, but from their knowledge of the proportions.

Satisfactory. Through the aid of well-qualified and impartial judges, I am enabled to say that the needlework altogether is very satisfactory.

**Residence
for female
students.**

There is now opened, in connexion with the college, a large, commodious, well furnished, and in every respect eligible house as a residence for female students, where they are well boarded and lodged, at terms not exceeding the amount of a second-class Queen's scholarship during the session; and where they have practice and instruction in various branches of domestic economy, with the use of a piano for those who require it, in connexion with their study of music.

Premises.]

The premises indeed consist of one of the best buildings, if not the very best, in a good part of Edinburgh. The rooms are large and lofty, and each is supplied with a ventilator. Two of the smaller bed-rooms are fitted up for two, others for three, four, or five, and a large dormitory for nine. There is a sick-room with accommodation for an attendant, &c., entirely shut off from the rest of the house by a door and lobby. There are several "studies" for sections in the preparation of lessons, in each of which one of the students is in charge, to see that the regulations for order, and especially against conversation during the prescribed hours are carried out.

**Manage-
ment of it.**

The whole establishment is under the immediate direction of a committee of ladies, whose rules and regulations have been sanctioned by the General Assembly's Education Committee. An experienced matron is in charge of the house, with another as teacher of the industrial department, for which there is every accommodation in the way of kitchen,

Matrons.

washing-house, and laundry, which are large, well lighted, and well supplied with every requisite of furniture and apparatus, in the best condition. The time set apart for domestic work is Tuesday from 12 till 4, and the whole of Wednesday till 4, ^{Domestic work.} once a fortnight; and there is on Saturday a lecture to set forth the principles which are illustrated by the practice of the other days. The students are divided into sections, so that each may have a turn of six weeks in this department, which is equivalent to one week of continuous practice with three illustrative lectures. By stopping at four they are enabled to join their companions in the preparation of lessons, so that what they lose at the training college is the examination or other exercise which they would undergo, or have an opportunity of observing during a day and a half at intervals of a fortnight, and that for three times during the sessions. They are held to have brought up their studies during the evening, and if any of them, as is not unfrequently the case, are found to have had practice at home, they are, after sufficient trial, replaced by others; and such as are awkward at any of the operations are continued after their turn would be otherwise done. On Tuesday they wash, dry, and starch, using collars, sleeves, or any similar part of their own dress, and some shirts which are supplied for that purpose. On Wednesday morning they clean the grates, brush the carpets, and sweep and dust the various rooms. At ten, one-third of the section go to the kitchen and cook the dinner, which they had partly prepared on the previous afternoon. The rest go to the laundry to iron and fold the things which were washed on the previous day. On the next recurrence of their days of practice, another subdivision go to the kitchen, and so on. What I saw of the practice was very satisfactory to a good judge, who accompanied me, as well as to myself; while the tidiness in the kitchen and in everything connected with the cooking did credit to the skill, taste, and attention of the superintendent.

The hour of rising for all the boarders is six on two days of the week, and half-past six on the others. The bell for prayers rings at seven and at half-past seven respectively; then they have breakfast, and prepare to go out to the training college, which is at a distance requiring fully twenty minutes to walk, the only inconvenience connected with the choice of this locality, and it is particularly felt in unfavourable weather. In the evening, lessons are stopped for prayers at half-past nine, an hour which may be found to be rather early for the satisfactory preparation of all that the several lecturers prescribe, no book but the Bible being allowed to be opened after prayers, and there being no time, at least during winter, to ^{Hours and regulations.}

Suggestions. bring up deficiencies in the morning. I think it would be well to save a little more of the time for their preparation by relieving them of at least a portion of the work of making their own beds, emptying the slops, and brushing their shoes, which is enjoined on every boarder by the rules of the house. It is quite right that it should be practically ascertained that they know and can themselves perform everything connected with the management of a house, but with this view it should be no more necessary for them to do these offices daily than to be in the kitchen daily. To make their bed, indeed, need not occupy them long, and it is something in the way of physical exercise, while it might require an extra servant or two to make all the beds for them, but the same remark does not apply to the other things which I have mentioned, and which I must say I sympathise with their rather disliking, as enforced by a known rule of the house. The main inconvenience connected with the bed-making is that it must be done immediately after rising or left till they return from the college, and I am inclined to think that the latter alternative would be preferable if the clothes were tidily rolled down and the bed itself simply shaken to a level. I also think that as the Scriptures are read with exercises in the way of examination at the college, it is not necessary to read so much as two chapters at family worship, in order that they may each read their verse or verses round. A more limited portion might be read either by the matron, or at her desire by any of those who are in charge of the rooms, or hold any other office for the time.

Food. The food provided for the boarders is all of excellent quality and supplied in sufficient quantity, as may be seen by the subjoined dietary:—

Day.	Breakfast.	Lunch.	Dinner.	Tea.	Allowance for each Person for a Week.
Sunday	Tea, bread, and butter.	Bread and milk.	Broth, beef, potatoes, and vegetables.	Tea, Bread, and butter.	Tea, 2 ozs.; Sugar, $\frac{1}{2}$ and 1 lb.; Butter, $\frac{1}{2}$ lb.; Beef, $\frac{1}{2}$ lb. each time; Bread, 2 loaves; Rolls, six.
Monday	Tea, hot rolls, bread, and butter.	Bread and butter.	Broth, apple or Yorkshire dumpling.	Do.	
Tuesday	Do.	Do.	Pea-soup, fish, bread, and potatoes.	Do.	
Wednesday	Do.	Do.	Pea-soup, roast mutton, and potatoes.	Do.	
Thursday	Do.	Do.	Rice-soup, Scotch collops, and potatoes.	Do.	
Friday	Do.	Do.	Broth, beef, potatoes, and vegetables.	Do.	
Saturday	Do.	Do.	Mince collops, cheese, bread, and butter.	Do.	

The students have certainly much better lodging and a more cherishing diet here, besides other advantages, than they can have, privately at the same cost; but many appear to prefer private lodgings, because they are there at liberty to go out and in as they please, and to sit up to any hour that their studies may for the time require.

The General Assembly's Education Committee and the Lady Directors are anxious to render this residence as comfortable and agreeable to the students in all respects as is compatible with the regulation of an institution of the kind, and with the objects which should render it desirable in the estimation of their friends, and they have already given effect to recommendations which I founded on the preceding observations.

I have the honor to be, &c.

ED. WOODFORD.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

EDINBURGH ESTABLISHED CHURCH TRAINING COLLEGE.

1. MALE DEPARTMENT.

First Year { *47 Candidates.
88 Certificates.

Second Year { 20 Candidates.
20 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious Knowledge	-	4	21	11	16	5	10	-	-	-	-	-	-	-
Catechism and Church History	7	9	22	7	14	4	4	-	-	-	-	-	-	-
English Grammar and Composition	-	1	18	12	22	7	7	-	-	-	-	-	-	-
Geography and popular Astronomy	-	1	3	7	29	9	11	3	5	-	-	-	†1	-
History	1	18	23	2	13	-	7	-	1	-	-	-	-	-
School Management	-	-	15	9	30	11	2	-	-	-	-	-	-	-
Arithmetic	-	2	4	12	17	2	15	4	9	-	2	-	-	-
Algebra, First Year Students only	-	-	-	-	4	-	-	-	2	-	-	-	-	-
Euclid, First Year Students only	4	-	14	-	19	-	8	-	-	-	2	-	-	-
Industrial Mechanics, Students of First Year only	-	-	5	-	12	-	17	-	8	-	1	-	4	-
Higher Mathematics, Students of Second Year only	-	-	-	-	-	2	-	3	-	1	-	-	-	-
Latin	-	-	3	7	17	3	19	3	2	1	-	-	-	-
Vocal Music	-	-	4	2	18	10	9	7	2	-	-	-	-	-
Reading	1	5	29	14	13	1	2	-	-	-	-	-	-	-
Spelling	-	-	28	17	13	2	4	1	-	-	2	-	-	-
Penmanship	2	1	19	6	24	11	2	2	-	-	-	-	-	-
Inspector's Report, Students of Second Year only	-	-	-	13	-	7	-	-	-	-	-	-	-	-

* Candidates omitted, who left ill.

† Candidate ill.

2. FEMALE DEPARTMENT.

First Year { 45 Candidates.
36 Certificates.Second Year { 39 Candidates.
35 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious Knowledge -	-	5	-	25	21	8	23	-	1	-	-	-	-	1
Catechism and Church History	13	16	16	19	16	8	4	2	1	-	-	-	1	-
English Grammar -	-	-	17	12	28	18	-	9	-	-	-	-	-	-
Geography -	1	1	35	6	7	20	1	11	1	1	-	-	-	-
British History -	15	3	17	13	12	22	1	1	-	-	-	-	-	-
School Management -	1	4	12	20	24	12	6	3	2	-	-	-	-	-
Domestic Economy -	-	1	-	8	5	17	18	11	20	2	2	-	-	-
Arithmetic -	1	2	10	13	21	13	10	9	3	1	-	1	-	-
Industrial Skill -	3	6	23	29	18	4	1	-	-	-	-	-	-	-
Vocal Music -	-	13	-	8	12	6	24	6	3	-	-	-	-	-
Reading -	3	3	35	23	7	13	-	-	-	-	-	-	-	-
Spelling -	-	-	39	23	5	12	1	4	-	-	-	-	-	-
Penmanship -	-	-	6	10	24	22	13	7	2	-	-	-	-	-
Notes of a Lesson, Students of First Year only	1	-	4	-	22	-	16	-	2	-	-	-	-	-
Essay, Students of Second Year only	-	3	-	8	-	13	-	7	-	3	-	1	-	4
Inspector's Report, Students of Second Year only	-	3	-	22	-	14	-	-	-	-	-	-	-	-

Candidate III.

REPORT on the CHURCH OF SCOTLAND NORMAL COLLEGE,
Glasgow; by Her Majesty's Inspector of Schools, JOHN
GORDON, Esq.;—for the Year 1858.

MY LORDS,

January 1859.

THE organization of the seminary in both its depart-
ments—the one for the instruction and training of future
teachers, the other for the instruction of children drawn from
the middle and lower classes of the population—remains
pretty much the same as formerly explained. The studies of
the last session, and the time allowed to each, as well as to
other purposes, are stated in the accompanying Table. The
session extended from the first week of September 1857 to
the 13th of December 1858, the last three months being
added to suit the time of the examination for certificate,
transferred on this occasion to the date last mentioned. It
was optional to those who entered in September 1857 to
remain or not, during the last three months; ten only of their
number did not remain. Again, a recommencement of the
session from the first week of February having been re-
cognized, the new entrants at that date were 41 in number.
The total number who, in one way or the other, completed
the session may be classed as follows:—

Statistics of
attendance.

	Males.	Females.	Total.
Queen's scholars of first year - -	50	11	61
" " second year - -	14	3	17
Church bursars of first year - -	18	0	18
" " second year - -	0	0	0
Self-supporting of first year - -	0	16	16
" " second year - -	0	0	0

It may be added, first, that of the 61 Queen's scholars of the first year, four had not been apprenticed; they having been admitted under the recent Minute extending that privilege to unapprenticed candidates; a class of Queen's scholars likely to become very soon more numerous. Second, the male students who maintained themselves at the seminary upon their own charges have, at all times, been very few; inasmuch, that the Government and the Church have found it necessary to induce their attendance by the offer of a provision for their maintenance. The following statement will show the varying proportions in which the students, male and female, have

been provided accordingly, in the course of the last three years :—

Years.					Queen's Scholars.	Church Bursars.
1856	-	-	-	-	16	21
1857	-	-	-	-	42	11
1858	-	-	-	-	84	15

Add to these enumerations the attendance at the other normal schools in Scotland; and then it will probably be recollected that only eighteen years have passed since the Government, the Church, or any other party first undertook, regularly, the task of preparing elementary teachers for their future work; and that, till then, teachers had been left to prepare themselves, upon their own means, and according to their own notions of what their preparation ought to be.

The managers have provided, and your Lordships have required, that the students in training shall be instructed, pretty much as ordinary pupils are instructed, 1st, in the branches which they shall afterwards have to teach; 2nd, in the principles and practice of teaching; 3rd, that, as the most essential means of promoting their efficiency in future duty, their preparatory culture shall be largely and decidedly of a moral and religious description. How far, then, does the seminary appear to have operated to these purposes, in the course of the last fifteen months?

General
instruction.

I.—GENERAL INSTRUCTION.

The subjects of study are the same which your Lordships have appointed for the examination of students when presented as candidates for certificate,—of those at least who are still in the first or second year of their attendance. The syllabus which you have issued of the subjects of examination, includes some intended for students of the third year, such as mental science, some parts of experimental science, and the German language; but these have not yet found a place among the regular studies of the seminary, because, hitherto, there has been no class of students, nor any individual student, who has reached or chosen to remain for the third year.

Now, the programme of studies by the managers, as well, perhaps, as the counterpart syllabus issued by your Lordships, appear to have been framed with two distinct objects in view. Both consist, in the first place, of such subjects as the student in his intended vocation will certainly be called upon to teach; and next, of such as are required only for the special and

proper education of the student or teacher himself,—though, presumably, they shall not be the subjects of any instruction to be given in the school which shall afterwards fall to his charge.

Upon the subjects as thus chosen, I remark,—1st. In regard to those which the students may have afterwards to teach, that there are some, as physical science, higher mathematics, Latin, which belong to a course of instruction above what befits the class of pupils for whom the public aid is intended,—that aid being “limited to those cases in which proof is given of a great “deficiency of education for the poorer classes.”* But the reason for assigning them a place in the programme is, that even in the elementary schools to which the students are destined, there is a demand, a limited demand, for the more advanced instruction; because, these schools, as happens commonly in Scotland, will be frequented, not alone by the “poorer classes,” on whose account the public aid is granted, but by others who desire instruction somewhat more than elementary. 2nd. Apart from that use, it is well that the more advanced instruction now referred to should be provided for teachers as a portion of their own training. It has been imagined, that a master can sometimes teach more than he himself knows: this is not so certain, as that when he knows more than he is called upon to teach, his teaching within its proper bounds is likely to be the more successful. It is, apparently, upon that notion, that not a few subjects have been admitted into the scheme of the third year’s studies; the immediate object of which is, the education of the master himself. All the while, of course, the expected result is, that the pupil of the common school by and bye to be committed to his care, shall indirectly profit; and this it is, that constitutes their warrant as studies at the normal school.

Is not so extended a programme quite sufficient to occupy all the time usually spent at the Normal school? This, at least may be asserted in reply, that the annual examination of the students affords convincing evidence both of the vigour of their industry in general, and of the efficiency of the tuition under which they have been placed. More attainment is, of course, desirable. But one result of great value, a single session or two of the normal school often suffices to secure; it gives a love of knowledge, a taste for study, a habit of application, which promise further advances at a future time, in some at least of the more favourite branches. The managers, in fact, expect a continued progress after the training ends;

* Minute of 3 December 1859.

and to assist it, they at one time gave to all students quitting the seminary, after they had passed a successful examination, a gift of the same approved text-books which had been there used. This has been superseded by the grant for the same purpose which your Lordships have made to all Queen's scholars upon entering the seminary; upon leaving it, the boon, I think, might be increased with advantage, as helping to sustain that intellectual life which is apt to languish or expire in the narrow circumstances of their future position.

Such a range of study demands, at least, two years of very close application. This would be no more than sufficient, if the student were afterwards to teach merely the elementary branches; but it must be often less than sufficient, when his destination is to parish or other schools, where much of the instruction is more than elementary. The young men are themselves aware of this; and, in the course of the last three years, nine of their number have found the means of pursuing their studies farther at one of the Scotch universities.

On the other hand, the managers do not perceive in what respects, the programme for the first and second years admits of being reduced. For they bear in mind, that some of the subjects are given only as alternative or optional,—an arrangement which, itself, warns against the application to too many of them. Moreover, your Lordships have declared, by the Rev. Canon Moseley, that “the greatest weight will be given to those subjects which are subjects of elementary education;”^{*} and you have farther signified that “proficiency in a few subjects is valued more than mediocrity in many,” and that “while full marks are given to proficiency in such subjects as History or Euclid, failure in either or in both is not considered fatal; but that failure in such as Arithmetic, will always deprive a candidate of a place in the Class List.”[†] Again, an assistant under the Minute of July 1852, who, it is presumed, will afterwards enter the Normal school, is encouraged to profess “special proficiency” in some chosen subject. These arrangements go far to relieve the seeming burthen of the programme;—a result still farther secured by the recent omission of any special syllabus for the third year.

It may be worth while to observe, by what proportion of the second year's students, the alternative or optional subjects were severally taken up at the last examination. These subjects were, on the one hand, English literature and Latin; on the other, the higher mathematics and physical science. The higher mathematics were the choice of all the students, with-

^{*} Letter from Rev. Canon Moseley, 2 May 1854.

[†] Circular dated 22 January 1857.

out exception. In this matter, the individual no doubt followed the bent of his own taste or talent ; and the seminary was prepared to second his inclination. It thus appears, however, that the practice, and by consequence the spirit, of the institution, leans more to mathematical studies than to those of literature and language ; and how has this so conspicuously come to pass ?—not from any inequality in the provisions at the seminary for instruction in these two classes of subjects ; nor from any inequality in the encouragements offered to the study of them by your Lordships,—for in the scale of marks, precisely the same number is assigned to each. The bias originated at a period prior to the admission of the student to the normal school,—prior even to the commencement of his apprenticeship : it originated at the common school, where he was educated up to his fourteenth year, and where no sufficient provision existed for teaching either class of the advanced branches, the master being fully occupied with the elementary, now so much more developed than they were, when the Latin language was more and better taught in the parish schools. But if a student arrive at the normal school, equally ignorant of both kinds of study, he naturally prefers the mathematical as that in which, in the course of a single session, he can make the most available progress. The remedy, then, behoves to be applied, in the first place, at the common elementary school of the country : and the fittest means of remedy seem to be, a more frequent supply of assistance to the master,—it may be of such assistants as are recognized under the Minute of 1852. But, in the next place, the pupil-teacher who commences at thirteen may be supposed, if he intends the study of the Latin language at any time, to have already commenced it. It might tend, then, to the encouragement of this study, if some account of his progress in it were taken from the very commencement of his apprenticeship, and not deferred till towards its close.

II.—PROFESSIONAL INSTRUCTION.

Among the subjects which are intended, primarily, for the student's or teacher's own instruction, is that of School management, under which is included the all that pertains to the principles and practice of tuition. Here, the nature of the subject confines it, as matter of instruction, entirely to the student or teacher ; but with his culture the seminary has not much concern, except in so far as that shall minister to the benefit of his future pupils. This strictly professional instruction is conveyed, as formerly explained, in the three several ways of lecture, example, and practice.

Example.

The example, it will be readily understood, is that which is given by the four teachers of the Practising school, in the manner in which they perform the work of their several departments; but not by them alone, for there is also the unprofessed example of the three masters who conduct the instruction of the students themselves. It has been remarked, that "the Practising schools of the Established and Free Churches are doubtless telling beneficially, by giving impulse and examples, which result in producing schools often at least equal to the normal models." The fact here announced, may be admitted as regards this, and probably the other seminaries referred to. There are, undoubtedly, within these six counties, schools which exhibit methods quite different from any practised at the normal school; and it may be, better. But to say that they are better suggests, in the first place, the unfitness of comparing unlike things; and, again, in such a question, it is mainly to be kept in view, that school methods are very many and very various, and that all of them cannot possibly be exemplified, that is, practically exemplified, in one seminary. From difference in kind, they do not admit of combination; or, probably, there is not room, nor time, nor occasion for the employment of them all. The great cause of that variety is, that the method always partakes, both in form and in spirit,—organically, so to speak, as well as functionally,—of much of the teachers' own character; of him it is always, in some sort, a personal characteristic, *c'est l'homme*. And so it happens, that all which is excellent in method never can be practically exemplified in any one school.

Lecture.

This necessary shortcoming in the method of training by example is, however, in great part compensated by the lectures of the Rector, which embrace, in their survey, all the principal varieties of method. The lecture is, therefore, an indispensable part of the Training Seminary, and perhaps its most distinctive feature. It is given at separate times for the male and female students, and occupies for each from one to two hours weekly. In the course of it, he describes, and applies, and values the chief methods of *organization*; the individual, simultaneous, mutual, and mixed. He treats, also, of the chief methods of *instruction*, general and special, both of which are applied by the several masters in the teaching of this and other branches to the students themselves.

Of the application of one of these methods, the Rector speaks as follows:—

"As the students that enter this institution require to be specially prepared for a definite examination, comparatively little scope is afforded for developing what have been called the *inventive* faculties. They are necessarily much more occupied in receiving direct instruction from a master or

a text-book, than in excogitating new truths from those already acquired. At the same time, the importance of imparting to teachers a habit of modest self-reliance, and of accustoming them to grapple single-handed with difficulties, is not overlooked. Accordingly, exercises are frequently set which oblige the student to fall back on his own resources, and which call forth no small amount of reflection and discrimination. They consist chiefly of problems in geometry, arithmetic, and algebra, abstracts of portions of history, analyses of New Testament epistles, biographies of scripture characters. These exercises admit of much greater variety, both in the selection of their matter and in its mode of treatment, than those who have not seen them, may suppose."

In obvious connexion with exercises of this sort, it may be noticed, that the library consists of a pretty large collection of well chosen books; but that the actual use of it is inconsiderable, from the pressure of the more regular studies.

It may be added, that, while the subject of mental science is reserved, by the last year's syllabus, for students of the third year, those of the first and second receive some useful notions of this kind, in the Rector's lectures upon method. In these, the described method, gives immediate occasion to what is stated of the science, and is not adduced as a mere example of the latter. The science is thus introduced inductively, and perhaps with more effect than if the opposite process had been followed. At all events, this method of exhibiting parts of mental science is characteristic of the very practical nature of all the teaching in this seminary.

In the examination for certificate, your Lordships have *Practice.* indicated a certain distinction betwixt *general* and *special* method,*—the former being embraced under the head of school management,—the latter dispersed over the syllabus in questions upon the peculiar methods used in the teaching of each branch. I had lately an opportunity of seeing all the elementary branches of the Practising school taught by the second year's students; and now beg to recall the few remarks suggested on that occasion.

It was observed, how exactly their teaching reproduced the *special* methods which had been taught in the Rector's lecture,—showing again the very practical nature of his instructions. The lesson, indeed, which he then gave was identical with that which he desired that they should afterwards give to ordinary pupils; and had but little speciality from the fact of its being addressed to students; it was not a direction, in short, but an example meant for imitation, and for close and immediate imitation. If, the prospect of having to practise soon what is taught in a general manner has the good effect of sharpening the attention of the learner, the same effect must take place in a greater degree, when the practice, as here, is well nigh simultaneous with the precept.

* Circular dated 14 August 1856.

Each student has some practice in all the four departments of the Practising school ; and each is so employed, the males for five, females for four hours weekly. All the branches there taught come, each in turn, to be taught by every student ; but they are merely elementary. At one time, it was proposed to introduce the more advanced branches into the Practising school, mainly with the view of giving opportunities of teaching by the special methods proper to each branch. But hitherto, this has not taken place,—chiefly because the branches in question are not in demand among the class of pupils that attend the Practising school. So far, it is allowed, the organization for normal purposes is not quite complete. But there are some compensations ; first, in the student becoming well acquainted with the master's method, while under his instruction for the advanced branches ; and next, in his being called upon, occasionally, to give a practising lesson on the same subject to the class of students to which he belongs. This last practice, to all intents a practice of mutual instruction, is, indeed, nearly all that could be wished, and only requires to be a little more regularly and more frequently employed.

Among the subjects which the elementary teacher is expected to teach are Needlework, Domestic Economy, Drawing, and Music. These are taught to all the female students ; the two last named to all the males. The needlework and drawing have usually been taught in this seminary with distinguished success ; and they are, of course, taught practically, because they are practical arts, and can be taught in no other manner. The music and domestic economy are also practical arts ; but they may be, and they commonly are, taught theoretically as well as practically. Your Lordships lately required of all candidates admitted to examination in music, that they should prove, by certificate, their ability “to sing or play upon some musical instrument.” It was found, accordingly, at the late examination, that of all the 103 students, male and female, 23 were absent for want of that certificate. The very able master of this department describes his course as follows :—

“The music is taught theoretically and practically ; in theory, commencing with simple notation, scales, both modes, intervals direct and inverted. The student is carried through a complete course of thorough bass, and the elements of counterpoint. A method of reading at sight is rigidly practised, by which a facility of reading in any key in either mode is acquired in from six to eight weeks. The same method of teaching is practised in the other classes of this institution, commencing with the initiatory class of children, averaging from five to seven years of age, who can read with fluency at sight the most difficult intervals of the diatonic scale. The works practised, besides Psalm and Hymn tunes, consist of selections from Handel and Haydn, Mozart and other classical composers.”

The results of this instruction, as they usually appear, towards the close of a session, are highly satisfactory. On

the other hand, Domestic economy has been taught only from the book,—and without practice, the opportunities of which are here entirely wanting. The managers, by their able and devoted Convener, have stated as follows, the views which have prevented them from providing for the female students any practical instruction in household work:—

“Many of our students, we believe, are not unacquainted with washing, cooking, and dressing, &c. They receive such instruction in these matters as can be conveyed orally and by books; but we are satisfied that actually to engage in these domestic labours, during their attendance at the training college, would be a serious interruption to the important studies in which they are of necessity engaged. They are, nevertheless, able to work the papers on domestic economy, and we trust that such papers may be estimated at their real value, whatever that may be, without any diminution in consequence of the practical training being withheld.

“No provision is made, generally speaking, at our industrial female schools in Scotland, for teaching practically, washing, dressing, cooking, &c., although there may be a very limited number of schools in which the scheme has been attempted. As to these schools we shall lay ourselves open to receive information, and shall take every opportunity of making inquiry; but our impression is, that the only method in which instruction in practical economy could be successfully given, would be by the employment of a person qualified to be a domestic servant and able to give this practical instruction, but whose attainments are very far from being equal to those required in a schoolmistress holding a Government certificate. The very qualities that render the schoolmistress more efficient, and the social position which she ought to maintain, make it impracticable, or at least most unsuitable, that she should engage in the actual work of a domestic servant.”

I concur in thinking that, however desirable it may be to give to the ordinary pupils in female schools some practical training to household work, that sort of instruction cannot properly be given by the schoolmistress.

With what success, the means of instruction which have now been very generally described, were applied during the last session, may be judged from the results of the late examination; of the 103 students then presented 92 were classed for certificate; and 7 placed upon the Schedule.

III.—MORAL TRAINING AND INSTRUCTION.

There remains another part of their training, of which, from its nature, the examination can take but little account; that part, which educates the student to the knowledge, the sense, and the reverence of his duty in general. This is effected, first, by the ordinary exercises of the seminary, which, while directly intended for a discipline merely *mental*, carry with them another, which is essentially *moral*; as, notable an instance as can be named, of one result being secured, not casually, but always and uniformly, by the pursuit of another; and again, the same kind of instruction is imparted by means of special instruction and training, religious and moral.

Before, however, the student has reached the Normal school, something has been done, both towards testing and towards

Moral
training
and instruction.

advancing his qualifications in the points referred to. He was apprenticed as a pupil-teacher; but not until his own and his parents' or guardians' character had been ascertained to comport with the object which he had in view. Occasionally, a school manager or teacher remarks, that such a one among the pupils, when he comes to be of age, will prove an excellent apprentice. This early notice of the youth's character, and indication of the calling that befits it, is much to be encouraged; if more frequent, it might be mentioned as one of the best effects of the pupil-teacher system. Again, the conduct of the apprentice is yearly certified by the managers, the minister, and the master. As it is, then, the apprenticeship rears for the scholarship a class of students somewhat more select than those supplied from other sources; and the reference to the apprenticeship is now suggested by the fact, that the scholarship is its appointed complement.

At the Normal school, precisely the same training, both moral and intellectual, is given to the students of both classes. The General Assembly's Committee at an early period declared "the first great use of the normal school to be, that it affords the means of discriminating such students as have a genius or natural calling for their destined employment."* How far is this particular purpose of the normal school now fulfilled? When apprenticeships come to their close, desertions to other callings are too common; but they are so rare, after the youth has once entered the normal school, that the Rector numbers only six of such cases in the course of the last four years. Again, while there, instances of misconduct calling for rebuke are so little known among the students, that not an instance occurred in the course of the last long session. There are, however, very apparent differences of merit; and these are remembered in the distribution of the many situations which are at the Rector's disposal, whenever the student is prepared to take them. It is in this way that effect is given to what has been remarked of the merits of any student in the course of the session: it is in this way, that ability is encouraged by receiving its appropriate place; and that the want of it is timeously discovered and declared.

The time occupied by the students in receiving or in giving lessons, is six hours and a quarter daily. A student remarks "that without severe study and the closest application, no one could keep pace with his fellow students or satisfy the master; the course of study taxed our utmost strength, while the discipline was most vigorous." Now, whatever may be thought of the results, that is, of the quality or extent, of the knowledge thus acquired, and it may be hoped that on

* Report, General Assembly's Education Committee, 1838.

that score, all things considered, there is cause of much satisfaction, is not the strenuous exertion of which the student here speaks, and concerning which there can be no doubt, an invaluable discipline? and may it not be hoped, that the habit of it will be prolonged to serve him afterwards when he comes to occupy the different position of a teacher?

In connexion with the discipline or moral training of the students these particulars may be added:—1. The institution has never afforded residence for either male or female students, nor do they lodge in numbers at any certain abode elsewhere. Many dwell with relatives or friends, and when not so disposed of, they never fail to be quite suitably placed; the females probably, through the care of their parents or other guardians; the males, probably, upon the recommendations which they have obtained at the seminary. 2. All are expected, indeed required, to attend public worship on Sabbath, free seats in one church having been provided at the expense of the institution for those who choose to accept them,—and those who do not, being required to show that their attendance has been regular elsewhere. 3. The preparation of lessons and of written exercises is sufficient to occupy the greater part of every evening. 4. The revisal of all previous lessons is understood to engage some share of attention during the autumn vacation.

These means of moral *training* still leave some occasion for special *instruction* of the same nature. This is, of course, included in the subject of religious knowledge; but it, also, forms a portion of the Rector's lecture the manner of which is, in some respects peculiar. For example, the moral instruction is effectually conveyed to the students themselves, while he is only informing them how they should convey it to their pupils; and again, they are taught to give a practical character to that same instruction, by connecting it, closely and practically, with such occasions and incidents as are likely to arise in the school-room. The matter of this instruction is, at the same time, such as has a special reference to the position and the duties of the teacher.

IV.—FUNDS AND MANAGEMENT.

The funds of the institution are derived from the same sources from which the attendance of students is supplied, that is, from the Committee of Council and from the Church of Scotland; the former contributing, in the course of the last year, to the amount of 2,539*l.*; the latter, to the amount of 250*l.*, exclusive of school fees.

The larger contribution from the public fund, I need scarcely observe, has not been attended with any change in the

Funds and
manage-
ment.

management of the institution, which remains in the hands of the local managers, as much as it did before the public contribution was received,—almost as much, indeed, as in the case of any ordinary school receiving the public aid, nay, of any school which the public aid has never reached. For example, the organization of the seminary is entirely the work of the local managers. The Practising school they have divided into four parts, placing each under the sole charge of one master; and, while nearly the same branches are taught in all, assigning the exact stage from which and to which each subject shall be taught in each division. But there is another and a higher grade of instruction in the same branches, any one of which,—be it grammar, geography, arithmetic, or religious knowledge,—easily admits of being extended so far, that it shall then drop the character of an elementary branch. This farthest stage is not for pupils of the Practising school, but for the students, male and female; and to them no study can be more appropriate than this advanced study of what, in an elementary way, they shall afterwards have occasion to teach. The managers prescribe these branches, but their advanced study is powerfully promoted by the conditions of the public aid. The influence of the public aid has hitherto gone thus far in the matter referred to; and it has gone no farther.

I have the honor to be, &c.

JOHN GORDON.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

STATEMENT of ACCOUNT for the Year ended 30 June 1858.

CHURCH OF SCOTLAND NORMAL COLLEGE, GLASGOW.

RECEIPTS.				£	s.	d.
On account of Queen's scholars (less discount)	-	-	-	1,326	7	4
Joint grant of Government and Church	-	-	-	500	0	0
Grant on account of certificated students	-	-	-	963	0	0
Fees and books sold	-	-	-	593	8	5
Total	-	-	-	3,382	15	9
EXPENDITURE.				£	s.	d.
Queen's scholars	-	-	-	1,317	19	0
Salaries and wages	-	-	-	1,357	11	6
Repairs, household expenses, library, stationery, &c.	-	-	-	689	9	3
Total	-	-	-	3,364	19	9*

* The balance of 18*l.* is carried to the current year's account.

APPENDIX B.

TIME-TABLE for Session 1857-8.

Males.

Senior Class.

—	8-10	10-11	11-12	12-1	1-2	2-3½	3½-4½
Monday - -	Mathematics.	History and Geography.	Drawing.	Interval.	Religious Knowledge.	Teaching.	Music.
Tuesday - -			Do.		Do.		
Wednesday - -			Do.		Professional Instruction.		
Thursday - -			Grammar.		Latin.		
Friday - -			Do.		Do.		

Junior Class.

—	9-10	10-11	11-12	12-1	1-2½	2½-3½	3½-4½
Monday - -	Religious Knowledge.	History and Geography.	Drawing.	Interval.	Mathematics.	Grammar.	Music.
Tuesday - -	Do.		Do.				
Wednesday - -	Do.		Do.				
Thursday - -	Do.		Professional Instruction.				
Friday - -	Do.		Teaching.				

Females.

—	9-10	10-11	11-12	12-1	1-2	2-2½	2½-3½	3½-4½
Monday - -	History and Geography.	Teaching.	Religious Knowledge.	Interval.	Needlework and Domestic Economy.	Grammar.	Arithmetic.	Music.
Tuesday - -		Do.	Do.					
Wednesday - -		Professional Instruction.	Do.					
Thursday - -		Teaching.	Drawing.					
Friday - -		Do.	Do.					

Subjects of Instruction.	Males.		Females. Hours per Week.
	Senior. Hours per Week.	Junior. Hours per Week.	
Religious Knowledge	2	5	3
English History	2½	2½	2½
Geography	2½	2½	2½
Grammar	2	3½	3½
Arithmetic	—	3½	3½
Mathematics, &c.	10	8½	—
Latin	2	0	—
Drawing	3	3	2
Music	3½	3½	3½
Professional Instruction	1	1	1
Teaching	7½	1	4
Domestic Economy and Needlework.	—	—	5
	36½	31½	31½

APPENDIX C.

GLASGOW ESTABLISHED CHURCH NORMAL COLLEGE.

1. MALE DEPARTMENT.

First Year { 51 Candidates.
50 Certificates.Second Year { 18 Candidates.
18 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious Knowledge	2	1	29	13	9	2	10	2	1	-	-	-	-	-
Catechism and Church History	-	2	12	13	31	2	8	1	-	-	-	-	-	-
English Grammar and Composition	-	-	17	10	30	7	4	1	-	-	-	-	-	-
Geography and popular Astronomy	-	1	-	4	32	11	17	2	2	-	-	-	-	-
History	3	7	19	10	24	-	5	1	-	-	-	-	-	-
School Management	-	-	5	11	42	7	4	-	-	-	-	-	-	-
Arithmetic	4	-	19	13	18	2	9	1	1	2	-	-	-	-
Algebra, Students of First Year only	-	-	4	-	43	-	4	-	-	-	-	-	-	-
Euclid, Students of First Year only	3	-	18	-	16	-	10	-	4	-	-	-	-	-
Industrial Mechanics, Students of First Year only	1	-	4	-	31	-	14	-	-	-	-	-	1	-
Higher Mathematics, Students of Second Year only	-	-	-	11	-	6	-	1	-	-	-	-	-	-
Vocal Music	-	-	10	9	21	7	4	1	-	-	-	-	16	1
Gaelic	-	-	-	-	2	-	-	1	-	-	1	-	-	-
Reading	11	-	33	14	7	1	-	3	-	-	-	-	-	-
Spelling	-	-	32	14	16	4	3	-	-	-	-	-	-	-
Penmanship	-	2	15	6	33	10	1	-	-	-	-	-	-	-
Inspector's Report, Students of Second Year only	-	1	-	14	-	-	-	-	-	-	-	-	-	-

2. FEMALE DEPARTMENT.

First Year { 19 Candidates.
11 Certificates.Second Year { 13 Candidates.
13 Certificates.

Religious Knowledge	-	-	1	-	7	12	11	1	-	-	-	-	-	-
Catechism and Church History	-	2	12	6	5	5	2	-	-	-	-	-	-	-
English Grammar	-	-	3	10	15	1	1	2	-	-	-	-	-	-
Geography	1	1	11	7	3	4	4	1	-	-	-	-	-	-
British History	7	-	8	8	4	4	-	1	-	-	-	-	-	-
School Management	-	1	1	3	7	7	10	2	1	-	-	-	-	-
Domestic Economy	-	1	-	5	7	5	5	2	5	-	-	-	-	-
Arithmetic	-	-	6	5	4	6	7	1	2	1	2	-	-	-
Industrial Skill	3	-	11	6	5	6	-	-	-	-	-	-	-	-
Vocal Music	-	2	2	4	5	2	7	4	-	-	-	-	5	1
Reading	4	4	10	8	5	1	-	-	-	-	-	-	-	-
Spelling	-	5	19	4	-	2	-	1	-	1	-	-	-	-
Penmanship	-	-	2	3	8	6	8	4	1	-	-	-	-	-
Notes of a Lesson, Students of First Year only	-	-	1	-	6	-	11	-	1	-	-	-	-	-
Essay, Students of Second Year only	-	-	-	5	-	6	-	2	-	-	-	-	-	-
Inspector's Report, Students of Second Year only	-	4	-	8	-	1	-	-	-	-	-	-	-	-

REPORT on the FREE CHURCH NORMAL COLLEGE, *Moray House*,
Edinburgh; by Her Majesty's Inspector of Schools, JAMES
 CUMMING, Esq., LL.D.;—for the Year 1858.

MY LORDS,

THE Edinburgh Normal College, to which the following observations must be confined, has, during the last year, been enlarged by the addition of two large lecture rooms, so constructed that they may be thrown into one. As a similar addition of three class rooms had been made in the preceding year, the institution is now comfortably accommodated in convenient buildings, constructed, it must be confessed, without much regard to the architectural beauty or symmetry of the mass. Thus the senior, the junior, and the female students can pursue their studies in different apartments, while the whole can be assembled together, if it is desired to give a general lecture.

Edinburgh
 Free Church
 Normal
 College
 Premises.

The whole number of students enrolled from October 1857 to December 1858 was 213, namely, 110 male students and 103 females. The number in actual attendance at different times was slightly affected by the change made in the time appointed for the examination for certificates of merit. Of the females 24 and of the males 5 had left before the examination, or were unable from ill health to take part in it. 11 left in July and appeared again in December at the examination. Some who had entered as students in March 1858 were allowed to take the Queen's scholars' examination. These circumstances may account for some minute discrepancies of numbers in the lists of candidates, but do not seem to require farther observation.

Number of
 Students.

The staff employed in conducting the training school consists of—

Staff of
 Teachers.

James Sime, Esq., M.A., Rector.

Miss Jemina Stevenson, Lady Superintendent.

Rev. P. Steele, M.A., Lecturer on Grammar and English Literature, and Teacher of Latin and Greek.

Mr. Gilbert Graham, Lecturer on History and Geography.

Mr. James Sime, Lecturer on Physical Science and Teacher of Mathe-

Mr. Thomas G. Dick, Lecturer on Method.

Miss Mary McDonald and Miss Ellen Cooper, Governesses.

Mr. D. F. Surene and Miss Ashworth, Teachers of Drawing.

Mr. W. Strang, Teacher of Music.

Mr. Jules Kunz, Teacher of French.

Of these, Miss Stevenson and Miss Cooper have only recently entered on their duties, the former having succeeded to the place so long satisfactorily filled by Mrs. Cormack.

Distribution
of Labour.

The manner in which the labour is distributed may be seen from the following Table:—

Teacher.	Hours with Students.				Subject.	Text Books.
	Male.		Female.			
	1st Year.	2nd Year.	1st Year.	2nd Year.		
Rector - - -	4	3			Religious Know- ledge.	Greek Testament. * -
			4	4	" "	Sime's Manual.
Mr. Steele - - -	3	3	-	-	Grammar and En- glish Literature.	1. Hume's Appendices. 2. Paradise Lost; Shakspeare; Bacon's Advancement of Learning; Spalding's History of English Literature; Morell's Logic.
			4	4		
	5	5	-	-	Greek and Latin -	1. Grammar and Exercises; Cæsar. 2. Arnold's Composition; Virgil's Geor- gics; Cicero de Officiis; Homer's Iliad.
Mr. Graham - - -	3	3	-	-	History and Geography.	1. Tytler's History of Scotland; Milner's History of England; Milner's General Geography. 2. Hume's History.
Mr. Graham and Mr. Dick.	-	-	5	4		
Mr. D. Sime - - -	-	1	-	-	Physical Geogra- phy and Astro- nomy.	Hughes' Physical Geography; Herschel's Astronomy.
	7	8	-	-	Arithmetic, Ma- thematics, Phy- sical Science.	Colenso's Arithmetic; Colenso's or Wood's Algebra; Euclid; Tate's Mechanics; Baker's Mensuration and Land Survey- ing; Snowball's or Hann's Trigo- nometry; Wilson's Chemistry; Gold- ing Bird's Natural Philosophy.
Rector and Mr. Dick	4	3	3	4	School Manage- ment.	
Mr. Dick, Miss Cooper, and Miss M'Donald.	-	-	4	4	Arithmetic - -	Colenso's Arithmetic.
Miss M'Donald - -	-	-	1	1	Domestic Eco- nomy.	Tegetmeier's Domestic Economy.
Miss Cooper - - -	-	-	5	5	Sewing.	
Mr. Surenne and Miss Ashworth.	2	2	2	2	Drawing.	
Mr. Strang and Mr. Cairns.	2	2	2	2	Music - - -	Hullah's Harmony.

Religious
Instruction:

In illustration of this table, I may observe that the religious instruction of the senior male students has a special reference to the epistle indicated by the syllabus. It is read in the original Greek, three or four verses being prescribed for a lesson, and by this plan it is believed that the most accurate knowledge of the epistle itself may be attained, while, as a secondary object, the study of Greek under Mr. Steele is encouraged and directed to an immediate practical purpose.

The instruction of the junior and female students is founded on the common version of the Scriptures in connexion with

the clear and interesting "Manual" which has been prepared for the purpose by the rector.

Various works on church history are recommended for perusal, but it is principally from the lectures on that subject given by the rector that the students are expected to obtain the necessary acquaintance with it.

I have heard specimens of the lectures, both on Scripture and on ecclesiastical history, and while the former were characterized by an intelligent but reverent spirit of criticism, and the latter by an extensive knowledge of the subject, both were given with much perspicuity and animation, keeping up the interest of the hearers, and likely to be retained in their remembrance.

It may be proper in this place to notice the instructions in the art of school-keeping, or the profession of the teacher, as these also particularly belong to the rector's own department. His labours have been shared and lightened by Mr. Dick, who has been appointed master of method. The instructions consist of lectures on the various branches of the subject, combined with the superintendence and criticism of the lessons given by the students. "Every lesson given by the students," it is stated in the communication with which I am favoured by the rector,—

School
Manage-
ment.

"Is criticised, in presence of the others, by the rector or the master of method. The practice of allowing the students to make remarks on each other's teaching has been discontinued for several years. When the examination of the class is not satisfactory, the rector or master of method calls attention to it by questioning the class himself after the student has finished. The errors committed in matter and manner are pointed out as soon as the children are dismissed."

"The object aimed at is not to give much teaching with little individual superintendence. It is found more satisfactory, with perhaps less teaching, to give more of close observation to the defects of each student. The criticism on each lesson is then a short lecture on the best mode of treating the subject under consideration."

For the purpose of training the students to draw up notes of lessons, a fortnightly exercise is prescribed to be done at home. Besides the object expressly in view, this serves at the same time as an exercise in English composition.

In the course for the second year is included practice in keeping school registers and making up returns from them. Each student is provided with a roll book, in which he writes down the attendance in imaginary classes, calculates averages, and draws up summaries.

The lectures which I heard from Mr. Dick were plain, judicious, and practical; I have also heard the rector giving a lecture with his usual talent. I only regret that the onerous duties which devolve upon him in the way of correspondence and the general management of the institution necessarily

encroach on the time which he might otherwise devote to this object. It is not with the slightest wish to detract from the value of the lectures of the master of method that I express the hope, suggested by the circumstances, that if any change is made by the authorities in the arrangements of this training school, it will be in the way of lightening the rector's duties in regard to correspondence and general management, and enabling him to give more time to the work of instruction, for which he is so excellently qualified.

Grammar
and English
literature.

Under the head of grammar and English literature, it will be observed that only three hours a week are devoted expressly to this subject in each class of the male students. This is done on the ground that the five hours' tuition which they receive in Greek and Latin are considered equivalent to as many lessons on the structure and history of the English language. The study of the ancient languages is made subservient to a more thorough knowledge of the etymology and structure of our own. This is a subject which must be considered not exclusively or abstractly on its own merits. I have had occasion in a former report (Minutes of 1853-4, p. 996,) to refer to the place which instruction in the classical languages has always held in Scottish education. In adapting the normal institutions to the wants of the Scottish schools, it was necessary that provision should be made for the instruction of students in these branches, and this accordingly has been always done; in the institution on which I am now reporting it has been done successfully. The extensive and accurate scholarship of Mr. Steele, and the long experience which he has had as a teacher, are a sufficient pledge that the instruction of the students will be sound, even if the time of study does not allow it to be extensive. Still, even the extent of acquirement exhibited on occasions when I have been present was highly creditable, both to the teacher and to the students. The value of the Latin grammar and of the language generally in this connexion will be readily admitted by any good Latin scholar, as he feels how often he falls back on the forms of the one language to clear up his ideas on the other.

In the analysis of sentences, Mr. Morell's book is recommended for study; but "the subject," it is said, "is discussed at sufficient length in Mr. Steele's lectures, care being taken to impress on the students the necessity of teaching children the principles of grammar in the fewest and simplest words possible."

The lectures on the history of English literature are addressed chiefly to the senior class of students; I heard one of these on Lord Bacon; it was full of matter well selected and clearly set forth. The only objection to it seemed to be that it was

too elaborate to be readily taken as a specimen of the "daily food" provided for the entertainment of the students.

In geography and history, the general subjects of the lectures may be inferred from the text books. The lecturer is accustomed to direct the attention of the students to the *constitutional history of the different periods gone over*; they are instructed to draw maps on the black-board when teaching in the practising school, and on paper in their own classes; a class exercise in map drawing is prescribed every week. In the course for the second year, lectures are included on commercial geography, founded chiefly on the works of Dr. J. R. McCulloch, and the reports of Her Majesty's Secretaries of Embassy on the commercial condition of various countries in Europe.

Geography
and History.

Mr. Graham's information on these subjects seems to be minute and extensive; his manner in discoursing on them is lively, and well-calculated to maintain the attention of his hearers.

In mathematics, also, the text books sufficiently show the nature and extent of the course of study. The principles, both of pure and applied mathematics, are illustrated by many examples not contained in these books. The students are also taught to work with the theodolite, the barometer, and other instruments. A course of lectures on physical science, with experiments, is given to the senior students, with the view of better qualifying them for the duties of common school teaching; and the principles of chemistry are taught practically in the laboratory. I regret that I have not been able to devote to this department of the institution so much time as it deserves. I have no reason to doubt that it is as efficiently conducted as the others.

Mathema-
tical and
Physical
Science.

The musical department seems to be conducted in a successful manner. Instructions are given in the theory of music, and the exhibition of singing in parts by the students, including some of the advanced scholars in the practising school, gave great pleasure to a numerous body of the friends of the institution, who were invited to be present at the conclusion of the session.

Music.

On the whole, the institution seems to me to be in a state of great activity and health.

General
condition
of the
Institution.

I have the honor to be, &c.

JAMES CUMMING.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

EDINBURGH FREE CHURCH NORMAL COLLEGE.

I.—MALE DEPARTMENT.

First Year { 79 Candidates.
77 Certificates.Second Year { 23 Candidates.
28 Certificates.Third Year { 1 Candidate.
1 Certificate.

Subjects of Examination.	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not attempted.		
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.
Religious knowledge	2	-	-	44	23	1	16	6	-	17	-	-	-	-	-	-	-	-	-	-	-
Catechism and Church history	11	1	-	47	21	-	19	6	-	2	-	-	-	-	-	-	-	-	-	-	-
Evidences of Christianity (Students of 3rd year only)	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grammar and English literature	-	-	-	12	9	-	02	17	-	5	2	-	-	-	-	-	-	-	-	-	-
Geography and popular astronomy	-	2	-	-	2	8	52	13	-	22	4	-	2	1	-	1	-	-	-	-	-
History	6	5	-	46	17	-	20	4	-	2	2	-	-	-	-	-	-	-	-	-	-
School management	-	-	-	21	-	1	56	28	-	7	-	-	-	-	-	-	-	-	-	-	-
Arithmetic	3	-	-	26	8	-	28	16	-	17	4	-	4	-	-	1	-	-	-	-	-
Algebra (Students of 1st year only)	-	-	-	1	-	-	20	-	-	3	-	-	-	-	-	-	-	-	-	-	-
Euclid (Students of 1st year only)	9	-	-	29	-	-	29	-	-	10	-	-	1	-	-	1	-	-	-	-	-
Mechanics (Students of 1st year only)	-	-	-	13	-	-	25	-	-	23	-	-	9	-	-	2	-	-	7	-	-
Higher mathematics (Students of 2nd year only)	-	1	-	-	7	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Physical science (Students of 2nd year only)	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English literature (Students of 2nd year only)	-	1	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Latin (Student of 1st and 2nd years only)	-	-	-	5	3	-	33	3	-	16	3	-	1	2	-	-	-	-	-	-	-
Experimental sciences (Students of 3rd year only):—	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Organic chemistry	-	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Inorganic chemistry	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Natural philosophy	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vocal music	-	-	-	3	1	-	49	15	-	20	7	-	1	2	-	1	-	1	6	3	-
Gaelic	-	-	-	3	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Reading	-	-	-	75	21	1	4	-	-	4	6	-	2	-	-	-	-	-	-	-	-
Spelling	-	-	-	57	16	-	16	6	-	4	6	-	2	-	-	-	-	-	-	-	-
Pennmanship (Students of 1st and 2nd years only)	-	-	-	22	2	-	53	29	-	4	6	-	-	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd and 3rd years only)	-	-	-	20	1	-	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-

II.—FEMALE DEPARTMENT.

First Year { 57 Candidates.
37 Certificates.Second Year { 23 Candidates.
20 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	5	10	13	33	5	14	-	-	-	-	-	-	-
Church history	25	14	21	9	6	-	-	-	-	-	-	-	-	-
English grammar	-	-	24	13	29	7	4	3	-	-	-	-	-	5
British history	8	-	22	4	14	12	5	7	1	-	-	-	-	-
School management	18	1	22	14	11	7	6	1	-	-	-	-	-	-
Domestic economy	5	2	13	11	28	9	11	1	1	-	-	-	-	-
Arithmetic	-	1	13	7	12	7	31	8	13	1	1	-	-	-
Industrial skill	-	1	13	7	8	10	17	4	10	1	1	-	-	-
Gaelic	1	-	20	17	33	6	4	-	-	-	-	-	-	-
Vocal music	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	-	3	3	15	4	33	9	6	6	-	1	1	-	-
Spelling	1	7	53	15	2	1	1	-	-	-	-	-	-	-
Pennmanship	-	1	55	8	1	9	1	4	-	1	-	-	-	-
Notes of a lesson (Students of 1st year only)	2	-	11	7	25	9	19	6	-	1	-	-	-	-
Essay (Students of 2nd year only)	3	-	15	-	28	-	11	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	1	-	10	-	9	-	3	-	-	-	-	-	-
	-	-	-	21	-	2	-	-	-	-	-	-	-	-

REPORT on the FREE CHURCH TRAINING COLLEGE, at Glasgow; by Her Majesty's Inspector of Schools, CHARLES E. WILSON, Esq., M.A.;—for the Year 1858.

MY LORDS,

January 1859.

IN compliance with your Lordships' instructions, I have the honor to present my report on this institution. The time which I could last year devote to the inspection was necessarily limited; but I hope to be able, in the course of the present year, to give that time and attention to the subject, which its importance demands.

The accommodation provided for the practising schools is excellent, and more than sufficient for all their requirements, great though these undoubtedly are. As regards the college department, I regret that I cannot speak so favourably; two of the lecture-rooms are comparatively small, and their ventilation, from the lowness of the ceiling, is rather defective. But the great want is a hall sufficiently large to accommodate conveniently all the students, who are occasionally assembled for the purpose of examination or lecture by the principal.

It is also desirable that the Christmas examination should be held in the college, and not, as on the late occasion, in a hall unconnected with it. This hall, though the largest and best that could be had at the time, was too small and otherwise ill-adapted for the purpose.

At the conclusion of the examination, I had an opportunity of pointing out these deficiencies to the committee of management, and I am happy to be the medium of informing your Lordships, that steps have been taken to provide suitable lecture-rooms and a hall in every way worthy of the college.

The number of students during the past session was as follows:—

MALES.						
First year	-	-	-	-	-	38
Second year	-	-	-	-	-	19
Third year	-	-	-	-	-	6
						63
FEMALES.						
First year	-	-	-	-	-	76
Second year	-	-	-	-	-	9
						85

giving a total of 148 students, divided into three classes, viz. :—

1. QUEEN'S SCHOLARS.

	First Class.	Second Class.
Male - - - - -	34	14
Female - - - - -	18	5
	<u>52</u>	<u>19</u>

2. FREE CHURCH SCHOLARS.

First and second years (male) - - -	5 of 15l., 4 of 10l.
Third year (male) - - - - -	1 of 29l., 5 of 23l.

3. ORDINARY OR SELF-SUPPORTING STUDENTS

Female - - - - -	62
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The following are the officers of the institution :—

Thomas Morrison, Esq., M.A., Principal.

COLLEGE DEPARTMENT.

Lecturer on English Literature and Teacher of Classics	The Rev. David Smith, M.A.
Lecturer on Physics and Teacher of Mathematics	The Rev. John Kerr, M.A.
Lecturer on Geography and History	Mr. Adam.
Teacher of Music	Mr. Lambeth.
Teacher of Modern Languages	Dr. Book.
Teacher of Drawing	Mr. Lyne.
Teacher of Piano	Miss A. Hood.
Lady Superintendent	Miss Hood.
Drill Master	Serjeant Watters.

PRACTISING SCHOOLS.

Initiatory Department - - - - -	Mr. Caughie. Miss Caughie.
Juvenile Department - - - - -	Mr. Hutcheon. Mr. M'Cosh.
Senior Department - - - - -	Mr. Donaldson. Mr. M'Birnie. Mr. Miller.
Village School - - - - -	Mr. Boyd. Miss Abbot.
Secretary - - - - -	David Stow, Esq.

It is my pleasing duty to bear testimony to the great efficiency of all these officers, to whose untiring zeal and singular aptitude for all the duties of their departments not a little of that success, which has so long characterized the institution, may be justly attributed.

To present, at a view, the course of study pursued in the Males. college during the past session, the following tabular statement has been prepared:—

MALE STUDENTS.

Teacher.	Subject.	Text Books.	Hours per Week.		General Remarks.
			1st Year.	2nd Year.	
The Principal	Religious Knowledge.	Sim's Bible Manual	3	3	The instruction is confined to those parts of Scripture contained in the syllabus. Each class is taught separately. This enables the lecturer to come more frequently, in the course of his oral examination, into personal contact with the individual student.
The Principal	Catechism and Church History.	The Shorter Catechism; Milner's Church History.	3	3	<i>First Year.</i> —The Shorter Catechism is minutely studied; proofs of the doctrines are required, and the connexion of the various questions pointed out. The answers are also analyzed in such a way as to indicate the simplest mode of teaching the Catechism to children. The outlines of Church history during the fifteenth and the first half of the sixteenth centuries are gone over, especial prominence being given to the Reformation period. <i>Second Year.</i> —The outlines of the History of the Church to the Council of Chalcedon are gone over, the development of doctrine, and the constitution of the Church being carefully pointed out.
The Principal	School Management.	Stow's Training System.	5	5	<i>First Year.</i> —Two hours per week are devoted to public criticisms. A certain number of students give lessons to the children in the practising schools, and these lessons are afterwards criticised, faults of manner, expression, &c., pointed out, and better methods suggested. Two hours per week are devoted to class-teaching under the superintendence of the masters of the practising schools. The remaining hour is occupied with a lecture on method, in which the various systems of school organization, &c., are examined, the best methods of teaching illustrated, and the outlines of mental philosophy glanced at, so far as it is applicable to education. <i>Second Year.</i> —The distribution of the time allotted to school management is the same in all respects.
The Rev. John Kerr.	Arithmetic.	Barnard Smith's Arithmetic; Tate's Principles of Arithmetic.	2	2	<i>First Year.</i> —The principles of the various rules are carefully explained, and almost all the problems in the excellent work of Barnard Smith are solved. The students are also required to write out the principles, and to give lessons upon them in the practising schools. <i>Second Year.</i> —The principles of all the ordinary rules are thoroughly revised, and the students are trained to discard mere dogmatic rules, substituting in their stead those easy principles by which almost all questions in Arithmetic may be solved. The principles of Logarithmic arithmetic are thoroughly explained, and numerous practical exercises prescribed.
	Algebra.	Colenso	2	2	The first principles of Algebra are minutely explained, and all the problems as far as quadratic equations are worked.

Teacher.	Subject.	Text Books.	Hours per Week.		General Remarks.
			1st Year.	2nd Year.	
The Rev. John Kerr.	Geometry -	Euclid - - -	2	-	The first four books are studied. The various definitions, postulates, axioms, &c., are also thoroughly mastered; the propositions are grouped together according to their subject matter, and easy deductions are prescribed as home exercises.
	Mechanics -	Tate's Mechanics -	1	-	The elementary propositions are mastered, and the practical applications carefully explained.
	Higher Mathematics.	Euclid; Wood's Algebra, by Lund; Colenso's Trigonometry; Tate's Mensuration, &c.	-	8	<i>Euclid.</i> —The fifth and sixth books are gone over, with numerous exercises. <i>Algebra.</i> —Wood's Algebra from quadratic equations onwards. <i>Trigonometry.</i> —The whole of Colenso's work, Part I., with additional exercises. <i>Land Surveying, &c.</i> —The principles are thoroughly explained, and numerous practical exercises prescribed.
	Physical Science.	Wilson's Chemistry; Golding Bird's Natural Philosophy.	-	5	Wilson's Chemistry, and the chapters on Electricity in Golding Bird's Natural Philosophy, are gone over very fully, with numerous experiments.
The Rev. David Smith.	English Grammar.	Morell's Grammar and Analysis; Latham's Handbook.	3	3	<i>First Year.</i> —The analysis of sentences, as lying at the foundation of a thorough knowledge of grammar, is gone into very fully, and from this the principles of grammar are deduced. Hume's Appendices are employed for analysis, paraphrasing, and parsing. <i>Second Year.</i> —The work begins with a thorough revision of the analysis of sentences. Shakspeare's Richard II. has been gone over, and lectures given, in connexion with this play, upon the structure and peculiarities of the English drama.
	Geography -	Cornwell's Geography; Hughes's Physical Geography; Herschel's Astronomy.	3	3	<i>First Year.</i> —The instruction embraces the political geography of the British Empire, and the various countries of Europe, with frequent exercises in map-drawing. <i>Second Year.</i> —The physical geography of the world is gone over, along with the political and commercial geography of the principal countries. In Astronomy, the attention of the students is directed to the more elementary problems in the text-book.
Mr. Adam -	History -	Milner's History of England, &c.	2	2	<i>First Year.</i> —The outlines of English and Scottish history are given from the text-book, &c. <i>Second Year.</i> —Lectures on the history of the period extending from Henry VII. to Charles I. have been given with great fulness.
Mr. Lyne -	Drawing -	The Copies and Models supplied by the Department of Science and Art.	2	2	<i>First Year.</i> —The instruction is confined to exercises in freehand drawing, with the elements of geometrical drawing. <i>Second Year.</i> —In addition to the foregoing, perspective is taught, along with model drawing, and drawing of objects from memory.
Mr. Lambeth	Vocal Music	Various - - -	2	2	One hour per week is devoted to instruction in the theory of Music, and one to the practice of Singing.
The Rev. David Smith.	Latin	Key's Grammar; Caesar; Sallust; Virgil; Horace.	3	3	In these classes every effort is made to give the students an acquaintance with the grammatical structure of the Language, so as to render it subservient to the acquisition of a thorough knowledge of the English language.

It will be seen from this statement how strictly the syllabus has been followed in all the arrangements of the course, and how carefully the time has been distributed, so that no subject should be unduly fostered at the expense of the others, while all received that amount of time and attention to which their relative importance severally entitled them.

It now only remains for me to offer a few remarks on some of the subjects.

Lectures on Method.—The Principal delivers a course of lectures on the principles and practice of teaching to the different classes of students, referring for illustration to the methods pursued in the practising schools, with which, it is presumed, they are to some extent familiar. In this way they are prepared to profit more fully by their attendance in these schools, where they are employed for two hours weekly, either in listening to the teaching of the master, or in imparting instruction themselves under his superintendence.

The public criticism.—The Principal prescribes a lesson to each of four students, who are allowed a week for its preparation. On the day set apart for the exercise, these lessons are given in the presence of the Principal, the Secretary (Mr. Stow), the Master of the department, and the other students. The time allowed for each lesson is a quarter of an hour, and the student is permitted to adopt his own methods, and has entire charge of the class.

On the completion of this exercise, they retire to the hall. Here the four students, who conducted the lessons on the previous occasion, criticise those just given, commenting freely on the arrangement of the subjects, and the manner in which the various processes were conducted, after which the Master of the department, the Secretary, and, lastly, the Principal express their opinions both upon the lessons and the remarks of the student critics.

In the course of a session each student will thus have given several lessons himself, and benefited largely by the lessons of his fellow students, and the suggestive remarks of the Principal and his assessors.

This plan has been followed since the establishment of the Training School, and has been productive of the best results.

As supplementary to the means of professional training already in operation, it is suggested that each of the students should, during the course of the session, pass a certain time in the model village school. This is not proposed with any view to more practice in the art of teaching, but merely to afford the students an opportunity of seeing all the branches usually pursued in a common elementary school well taught by a master of approved skill and experience.

Reading.—This has hitherto been taught by the Principal, but his other duties render this arrangement no longer practicable. The authorities have therefore secured the services of a professional teacher of reading and elocution.

Drawing.—This is taught by one of the masters of the Glasgow School of Ornamental Art, which is in direct connexion with the Department of Science and Art. Mr. Wilson, the accomplished superintendent of this school, delivers yearly a course of lectures on the best methods of teaching drawing in elementary schools, and on the application of art to the ordinary affairs of life. These lectures are given with special reference to the students of the Training Colleges, and such masters of elementary schools in Glasgow and its neighbourhood, as choose to avail themselves of the privilege.

Females.

The female students receive their general instruction from the same staff of masters as the males; indeed, the whole arrangements are so similar that any remarks which I have made on the one class are equally applicable to the other. The special instruction is given by the matron, and consists of sewing, &c., and domestic economy.

As in the case of the male students, I have prepared a tabular statement, showing the distribution of time, and the amount of work, &c. &c.

FEMALE STUDENTS.

Teacher.	Subject.	Text Books.	Hours per Week.		General Remarks.
			1st Year.	2nd Year.	
The Principal.	Religious Knowledge.	Sime's Bible Manual	4	4	The course has been the same for both years. <i>Old Testament.</i> —The outlines of Scripture history, geography, and chronology. <i>New Testament.</i> —The Gospels generally, with an analysis of the Epistles.
The Principal and Miss Hood.	School Management.	Stow's Training System.	5	5	The instruction embraces a course of lectures on school management, class-teaching, the giving of oral lessons, and the inspection of the practising schools. New arrangements have been made for next session.
The Rev. John Kerr and Mr. Donaldson.	Arithmetic.	Barnard Smith's Arithmetic; Tate's Principles of Arithmetic.	4	4	<i>First Year.</i> —As many of the students are very defective in their knowledge of arithmetic, the class begins almost with the elements, and is carried forward as far as time permits. The principles of the various rules are carefully explained, and the best modes of teaching a class pointed out. <i>Second Year.</i> —The course embraces the greater part of Barnard Smith's text-book. As in the first year, marked attention is given to the principles of the various rules, &c. &c.

Teacher.	Subject.	Text Books.	Hours per Week.		General Remarks.
			1st Year.	2nd Year.	
The Rev. David Smith.	English Grammar.	Morell's Grammar and Analysis; Latham's Hand-book.	4	4	In regard to principles, the instruction in grammar is identical with that given to the male students. Mere dogmatic rules are avoided, and constant endeavours made to render the students familiar with the principles of Language as the instrument of thought.
Mr. Adam	Geography.	Cornwell's Geography	3	3	<i>First Year.</i> —The course embraces a general view of the political geography of the globe, more particularly of Europe and the British Empire. <i>Second Year.</i> —In addition to the work of the first year, the political and commercial geography of the British Empire, and the great outlines of physical geography have been gone over.
Mr. Adam	History	Milner's History of England, &c.	2	2	The outlines of English and Scottish history have been gone over with care, and lectures have been given upon the history and progress of society, commerce, and the arts.
Mr. Lyne	Drawing	Same as for male students.	2	2	The instruction is the same as for male students, but is mainly confined to free-hand and model drawing.
Mr. Lambeth	Vocal Music	Various	2	2	The course is the same as for male students.
Miss Hood	Reading	Various	1	1	The reading has hitherto been taught by Miss Hood, but new arrangements have been made for next session.
The Principal and Miss Hood.	Pennmanship	- - -	1	1	This has been taught in connexion with the preparation of abstracts of lessons. Some alterations are proposed for next session.
Miss Hood	Industrial Knowledge.	- - -	2	2	All the students are taught the usual kinds of needlework; and, in addition, are employed in cutting out and fixing the more ordinary articles of wearing apparel.
Miss Hood	Domestic Economy.	Tegetmeier's Manual of Domestic Economy; Johnston's Chemistry of Common Life.	1	1	Certain portions are prescribed for home preparation, and exercises of a practical nature are written by the students. Johnston's Chemistry of Common Life is gone over in the class.

Sewing.—To meet the requirements of the Committee of Council, much more attention is now paid to details than was formerly considered necessary, and the students are therefore better prepared to do justice to the pieces of work selected at the Christmas examination as trials of their skill in cutting out, fixing, hemming, &c.

Domestic Economy.—This has hitherto been taught by the matron from such text-books as Tegetmeier's "Manual of Domestic Economy," and Johnston's "Chemistry of Common Life," and anything farther than this is, I fear, for the present at least, all but impossible in Scotland.

II.—FEMALE DEPARTMENT.

First Year {74 Candidates
45 Certificates.

Second Year {9 Candidates.
9 Certificates.

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	1	-	6	29	2	43	-	2	-	-	-	-	-
Catechism and Church history	11	1	28	7	15	1	9	-	1	-	-	-	-	-
English grammar	-	-	25	3	38	2	10	3	-	-	-	-	-	-
Geography	3	-	31	1	29	6	3	2	-	-	-	-	-	-
British history	13	-	23	6	23	2	3	1	2	-	-	-	1	-
School management	1	-	12	4	33	4	18	1	8	-	2	-	-	-
Domestic economy	-	-	1	-	23	5	31	3	18	1	1	-	-	-
Arithmetic	1	-	12	1	22	6	24	2	11	-	-	-	-	-
Industrial skill	-	-	30	2	41	5	3	-	-	-	-	-	-	-
Vocal music	-	-	-	-	12	5	32	3	10	1	8	-	12	-
Reading	11	6	59	3	4	-	1	1	-	-	-	-	-	-
Spelling	-	-	69	4	4	-	-	-	-	-	-	-	-	-
Pennmanship	-	-	12	1	23	5	28	3	5	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	19	-	34	-	19	-	2	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	3	-	4	-	1	-	-	-	1	-	-
Inspector's report (Students of 2nd year only)	-	5	-	4	-	-	-	-	-	-	-	-	-	-

Candidate ill.

REPORT on the EPISCOPAL CHURCH TRAINING COLLEGE, *Minto House, Edinburgh*; by Her Majesty's Inspector of Schools, the Rev. T. WILKINSON, M.A., &c.;—for the Year 1858.

MY LORDS,

28 June 1858.

I HAVE the honor of laying before your Lordships my report for this year of the above training institution, which I examined during four days of last week.

It had been previously reported on last year. The principles on which it is founded, the objects proposed to be effected by it, the agencies employed, the accommodation afforded, and the details of the arrangements of its several departments, were made known in my last report. It is therefore not only unnecessary, but it would be deemed superfluous, on my part to do more than note the changes which have occurred, record such results of the year's operations as may serve to determine the progress made, and offer those suggestions which the circumstances of the time and the state of the institution appear to require.

The staff of teachers mentioned in my last report continues unchanged. As yet, the students of the certificate class have never remained above twelve months at the institution, and a single year's study has been all that it was necessary to provide for. But it is understood that several of the present year's students propose to prolong their training to the close of next year. This will necessitate the immediate adoption of a distinct course of study and instruction for students of the second year; and it may become a question whether the Principal and his assistant, who have hitherto laboured with so much success, will be able to meet this additional call upon their time in a satisfactory manner without further help. It is of the utmost importance, with regard both to the interests of the institution and the soundness of our educational system, that the training of future schoolmasters should be of a thoroughly efficient kind, and the knowledge communicated to them as far as possible removed from crudeness and superficiality; and I am persuaded that the Committee of this institution are far too sensible of this truth to need any warning against the danger of providing an inadequate tutorial force.

This amount of activity cannot, of course, be carried on without incurring considerable outlay. The balance sheet at

the end of this report presents a statement of expenses, from which it will be seen that after all the fees paid by the students, all the children's pence in the practising schools, and all the Government grants have been appropriated, there is still a balance of 176*l.* to be carried over to the general account, and to be provided for by the zeal of the Episcopal Church Society in the cause of normal education.

The time-table appended will give an accurate notion of the subjects taught, the time devoted to each, the text-books employed, the general scope of the lectures, and the amount of matter it is thought possible to accomplish during the year.

I now submit to your Lordships a statement of each day's work of inspection :—

WEDNESDAY.

9 to 10.

Euclid - - - - - Mr. Moss, Assistant.

Very clear elucidation of propositions of Third Book. Manner remarkably easy and pleasant, and exercising a marked effect on class.

10 to 11.30.

Arithmetic, Vulgar Fractions, Double Rule }
of Three - - - - - } Mr. Moss.

11.30 to 1.

Algebra, G. C. M., Vulgar Fractions, Simple }
Equations - - - - - } Mr. Moss.

2 to 3.30.

Scripture - - - - - The Principal.
Highly excellent.

3.30 to 5.

History: Edward IV.—Henry VI. - - - The Principal.

Evening, 1 hour.—Practice of Music.

Remarkable feature in the institution, viz., the progress in the theory and practice of Music. The performance of several pieces by the different voices was well sustained, and in excellent time and tune. Mr. Moss conducts this branch very ably.

THURSDAY.

9 to 1.

Examination of each student in—

Euclid - - - - - Mr. Wilkinson.

Algebra and Arithmetic - - - - - { Mr. Wilkinson and
Mr. Moss.

High standard of attainment in these subjects; the slate work of almost every student singularly good, and indicating that great attention has been given to mathematics.

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English History	- - -	2 to 3.	- - -	The Principal.
Scripture	- - -	3 to 4.	- - -	Mr. Wilkinson.
History of Reformation	- - -	4 to 5.	- - -	The Principal.
Answering singularly good.				

FRIDAY.

Mechanics	- - -	9 to 10.	- - -	Mr. Moss.
Mr. M.'s lesson and examination very good; answering generally very fair; in some instances remarkably good.				

Geography	- - -	10 to 11.30.	- - -	Mr. Moss.
With one or two exceptions, considerable knowledge attained.				

11.30 to 1.

Inspection of Practising Schools.

The schools continue to maintain their efficiency and numbers. Lessons were given very intelligently by two students (Davidson and Burgoyne). The building is improveable for the boys. The girls' and infants' schools are going on very favourably. I observed a vast improvement since last year in the tone of the school and the appearance of the children.

2 to 3.30.

Reading and Grammar	- - -	- - -	- - -	The Principal.
The reading is the weak point in the institution, only two reading well. The grammar and analysis are very fairly understood.				

3.30 to 5.

Liturgy and Catechism	- - -	- - -	- - -	{ The Principal and Mr. Wilkinson.
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The written exercises on the Liturgy are very creditably performed; and the *vivâ voce* examination by the Principal, though a somewhat difficult one, was well got through by a large majority of the students. In two or three I noticed a singular readiness in adducing scriptural authorities. Scriptural knowledge, like mathematics, is a strong point in the college.

SATURDAY.

Music, Theory of	- - -	9 to 10.	- - -	{ Mr. Wilkinson and Mr. Moss.
Very good and promising.				

10 to 11.30.

Critical Lessons.

11.30 to 1.

Examination of Premises, College Rules, Time-Tables, College Accounts, &c. &c.

1 to 2.

Address to Students.

2 to 4.

Meeting Educational Committee

CONCLUDING REMARKS.

Having been present at lectures given on all the different subjects, I am happy to take this opportunity of bearing my testimony to the zeal, the tact, and the efficiency of the teachers; the extensive attainments they bring to the vigorous performance of their duties; and the manifest earnestness with which they labour to inform, to awaken, and to develope the minds of their pupils.

The whole household, indeed, appeared to me to be under a kind and paternal, though at the same time, a vigilant and firm superintendence. To this many things are conducive: the genuine kind-heartedness of the Principal, the earnest devotedness of himself and his assistant, Mr. Moss, for the progress and welfare of their charge, the unity of aim and purpose that pervades the whole of the inmates, the daily cultivation of musical harmony, both in its sacred and social form, and the desire evinced to promote the spirit of cheerful labour as the best preparation for the future conflict of life.

May many go forth from year to year, and carry that spirit with them into their various spheres of action in the world!

I have the honor to be, &c.

T. WILKINSON.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

EDINBURGH EPISCOPAL TRAINING COLLEGE.

First Year { 20 Candidates.
 { 17 Certificates.

Subjects of Examination.	Excellent.	Good.	Fair.	Moderate.	Imperfect.	Failure.	Not attempted.
	First.	First.	First.	First.	First.	First.	First.
Religious knowledge	-	13	6	1	-	-	-
Catechism and Church history	-	1	8	9	2	-	-
English Grammar and Com- position	-	4	14	2	-	-	-
Geography and Popular As- tronomy	-	10	9	1	-	-	-
History	-	1	7	8	4	-	-
School Management	-	3	13	3	1	-	-
Arithmetic	1	5	6	5	3	-	-
Algebra	-	-	12	6	2	-	-
Euclid	2	9	6	2	1	-	-
Industrial Mechanics	-	1	4	7	5	-	3
Vocal Music	-	3	12	5	-	-	-
Gaelic	-	-	-	-	1	-	-
Reading	-	19	1	-	-	-	-
Spelling	-	20	-	-	-	-	-
Penmanship	-	4	14	2	-	-	-

APPENDIX B.

INCOME and EXPENDITURE for 1857-8.

INCOME.		EXPENDITURE.	
	£ s. d.		£ s. d.
Endowment - - - -	-	Tuition - - - -	162 10 0
Subscriptions - - - -	285 14 6	Practising Schools - - - -	93 10 0
Grant from Church Society - -	200 0 0	Board, washing, and servants' wages - - - -	413 18 0
Fees of Students - - - -	12 13 0	Fuel and lights - - - -	48 0 0
Government Exhibitions for Queen's Scholars - - - -	115 0 0	Medical attendance - - - -	-
Government Grants on account of Certificates - - - -	75 0 0	Books, stationery, &c. - - - -	10 11 0
Practising Schools - - - -	63 17 11	Rent - - - -	80 0 0
Income arising from other sources - - - -	17 0 0	Rates, taxes, insurance - - - -	10 11 0
	£769 5 5	Other expenses - - - -	105 0 0
			£946 4 6

APPENDIX C.

TIME-TABLE.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
6.45-7.45	St. Luke Rep. and Examination.	Church History and Examination.	Bible History Examination, "Watts."	Church History Examination.	St. Luke Rep. and Examination.	Bible History Examination, "Watts."
7.45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast.
8.30	Prayers	Prayers	Prayers	Prayers	Prayers	Prayers.
9 to 10	Euclid	Algebra	Euclid	Algebra	Euclid	Bible History.
10 to 11	Arithmetic	Geography	Arithmetic	Geography	Arithmetic	Arithmetic.
11 to 12	Map Drawing	Mechanics	Algebra	Map Drawing	Geography	Examination.
12.30	Dinner	Dinner	Dinner	Dinner	Palestine.	Dinner.
3.30 to 4.30	English History and Examination.	English Grammar.	St. Luke and Examination.	Paraphrasing	English History Examination.	—
4.30 to 5.30	Analysis	Liturgy Examination	Methods of Teaching.	English History Examination.	Grammar Paraphrase	—
5.30 to 6.30	Music	Drawing	Music	Drawing	Music	—
6.30	Tea	Tea	Tea	Tea	Tea	Tea.
9.30	Prayers	Prayers	Prayers	Prayers	Prayers	Prayers.

Latin on Monday evenings, at 8.30.

Holidays on Saints' days, and return to tea at 7 o'clock.

Sunday morning, from 9.15 to 10.15. Repetition of Scripture proofs from 9 A.M. to 10 10 A.M.

Sunday morning, Breakfast at 8.30 and Tea at 6.30.

APPENDIX No. 3.

REPORTS ON GREENWICH HOSPITAL SCHOOLS, AND
OTHER SCHOOLS CONNECTED WITH THE BOARD
OF ADMIRALTY.

APPENDIX No. 3.

ADMIRALTY SCHOOLS.

REPORT, for the Year 1858, by the Rev. JOSEPH WOOLLEY,
LL.D., on the ROYAL HOSPITAL SCHOOLS, GREENWICH.

MY LORDS,

September 1858.

IN compliance with a request made by the Lords of the Admiralty in the year 1840, your Lordships entrusted Seymour Tremenneere, Esq., Her Majesty's Inspector of Schools, with the duty of reporting on the state of Greenwich Hospital schools (then represented to be very unsatisfactory), and of offering suggestions for their improvement. At that time, these schools consisted of an upper school containing 400 boys, and a lower school containing 400 boys and 200 girls.

First inspection in 1840 by Seymour Tremenneere, Esq.

A committee, consisting of Lord Duncannon, Lord Dalmeny, the Right Hon. W. F. Cowper, and Admiral Sir James Gordon, was appointed by the Admiralty to consider and report upon the suggestions contained in Mr. Tremenneere's Report (published in Minutes of Committee of Council, 1840-41.) In accordance with their recommendation the girls' school was discontinued; and the efficiency of the upper and lower boys' schools greatly increased by a very considerable addition to the staff of teachers, and of officers charged with the maintenance of discipline out of school hours. The schools and the methods of instruction were at that time entirely remodelled; and to secure the continuance of the improvements thus effected, it was provided that a half-yearly inspection of the schools should be made by an inspector appointed by the Admiralty and remunerated for that service out of the funds of the Hospital.

Committee appointed to report on his suggestions.

Inspector established.

The Rev. Canon Moseley was appointed Inspector of the Greenwich Hospital schools A.D. 1842, and continued to discharge the duties of that office, inspecting them at Christmas, and Midsummer until the end of last year.

Rev. Canon Moseley first inspector.

By an Order in Council of the 25th February 1856, it was arranged that the Education Department of the Privy Council Office should be charged with the duty of "inspecting the Greenwich Hospital schools, the Royal Dockyard schools, and the schools of the Royal Marines, and of reporting thereon to the Lords Commissioners of the Admiralty."

This arrangement took effect on 1st April of the present year, and in consequence, the office of special inspector of

Abolition of office of inspector.

the Greenwich Hospital schools, being unnecessary, was abolished; and Canon Moseley, on whose able and efficient discharge of the duties of that office it would be presumptuous and superfluous for me to remark, at that time retired from the inspection.

First inspection under Order in Council of 25 Feb. 1856.

Steady improvement of schools from 1842.

Canon Moseley's reports.

Report for 1851.

In the month of May, I received your Lordships' directions to undertake the duty of inspecting these schools; and the first inspection under the new regulations was held in June last.

The improvement of the schools, both as regards discipline and instruction, appears by the reports to have been steadily progressive from the year 1842 to 1858, the services of many very superior and efficient masters having been secured, a regular staff of pupil-teachers having been established, and many suggestions for the benefit of the schools having been carried into effect; all of which are detailed in the several reports of Canon Moseley, printed by order of the House of Commons.

To these reports I must beg to acknowledge my obligations for an insight into the objects, constitution, and working of the schools, especially to that for the year 1851, which was communicated by the Admiralty to the Committee of Council, and printed with the Minutes for the year 1851-52.

That report contains a detailed account of the history, constitution, method of instruction of the schools, and of the buildings, which are well worthy of perusal, and to which I refer your Lordships.

I shall now recapitulate so much of the information I have derived from these sources, and from personal observation at my last inspection, as may be necessary to disclose the present constitution and state of these schools.

Original Hospital school.

By the original charter of the Royal Greenwich Hospital the Commissioners were charged with the duty of causing a certain number of children of officers and seamen in the Royal navy and merchant service to be educated more especially in the principles of navigation. The first school opened for this purpose was in the year 1715, and was, in fact, the original Greenwich school.

Royal Naval Asylum.

An institution called the Royal Naval Asylum, for educating the orphans of seamen and marines, which was founded in 1798, and had been for some time supported by Parliamentary grants administered by a Royal Commission, was transferred from Paddington to Greenwich, and was united with the Greenwich Hospital school in 1821.

United.

The conjoint institution, containing 800 boys and 200 girls, was administered after the year 1829 by the Lords of the Admiralty; and the expenses, amounting from 17,000*l.* to 20,000*l.* per annum, provided for partly by the interest of 40,000*l.* given to the Royal Naval Asylum by Lloyd's Patriotic Fund, and partly by the funds of Greenwich Hospital.

As has been already stated, the girls' school was discontinued in 1841. Girls' school discontinued.

The establishment now consists of two schools, the upper and the lower, each containing 400 boys who are boarded, clothed, and educated free of all charge to their friends. These schools are quite distinct, the boys of the lower school not passing into the upper; but the boys of each school completing their education in that school to which they respectively belong. Present establishment.

Of the 400 boys in the upper school, 100 are the sons of ward-room officers of the Royal navy and marines; the remaining 300 are the sons of officers of the above or lower rank, and of private seamen and marines of the Royal navy, and of officers and seamen of the mercantile navy. Parentage of upper school boys.

The 400 boys of whom the lower school is composed are the sons of warrant and petty officers and seamen of the Royal navy and of non-commissioned officers and privates of the Royal marines. and of lower school boys.

The boys of the upper school are eligible between the ages of ten and eleven, and of the lower school between nine and eleven. All receive their discharge on completing their fifteenth year. Age of admission.

Eight boys of the upper school are selected every year (viz., two at the end of each quarter,) after examination by the principal and head-master of the nautical or higher division of the upper school, whose attainments in navigation and nautical astronomy are the best, and whose character is good; and receive from the Admiralty appointments as masters' assistants in the Royal navy. Eight appointments as masters' assistants for upper school.

Four boys are selected in like manner from the lower school to be placed as apprentices in the steam factories of the Royal dockyards, and are destined ultimately to become engineers in the Royal navy. Four appointments as engineers apprentices for lower school.

As regards instruction, both schools are now placed under the superintendence of a principal, who is also chaplain, and is the official organ of communication with the governor on all matters relating to the education of the boys. Principal.

The upper school consists of two divisions, the higher called the nautical school, and the lower called the upper school. Each of these divisions is under the charge of a head master. The head master of the nautical school is assisted by three other masters in giving instruction to the three classes into which this school is divided. In like manner the head master of the upper school is assisted by four masters in teaching the four classes of the upper school. Upper school, divisions and masters.

The lower school is divided into five classes, and is under the charge of a head master, who is assisted in the work of instruction by five other masters. Lower school masters.

Pupil-
teachers.

Besides the master there is a staff of sixteen pupil-teachers, who are attached to the several classes of the upper and lower schools generally for six months at a time. These pupil-teachers are selected from the boys of either school who have completed their fifteenth year and have discovered an aptitude and inclination for teaching. They are apprenticed to the head master of the school from which they are selected for a period of six years. Besides assisting in the instruction of the schools they are themselves subjected to a course of instruction, which has a special reference to navigation and nautical astronomy, and thus constitute a training college for navigation schools. They are also admissible to compete with students trained at the training institutions recognized by your Lordships for certificates of merit. They are all placed under the special charge of the head master of the upper school, who is hence also designated superintendent of the pupil-teachers, and who also acts as assistant chaplain to the institution.

Superinten-
tendent of
pupil-teach-
ers.

The authority and control of the masters is limited to their school-rooms.

Out of door
discipline.
Lieutenant
superinten-
dent.
Drill
masters.

The management of the boys without the walls of the school is under a lieutenant of the navy, called the lieutenant superintendent, who is himself responsible to the governor. Under his immediate control and instructions act the drill masters, who have charge of the eight companies into which the schools are divided, and instruct the boys in gymnastics, and exercise a general supervision of their food, clothing, and lodging.

These main characteristics of the school date from the inquiry made under your Lordships' direction in 1840 and the subsequent recommendations of the committee already mentioned. The title and some of the duties of the principal are of very recent date, although many of the functions of that officer have always been discharged by the chaplain.

Apartments
in building.

The principal, the lieutenant superintendent, and the three head masters occupy apartments in the school buildings.

Observatory.

There is besides an excellent school observatory, to which the more advanced boys have access for the purpose of learning the use of the instruments employed for astronomical observations of all kinds, under certain fixed regulations. The transit and mural circles are admirable instruments, which were made by the late Messrs. Gilbert, of Leadenhall Street, in the year 1827, for the observatory at the Island of St. Helena, and having been given in charge to the Lords Commissioners of the Admiralty, were by them appropriated to the use of these schools. A suitable building has been erected to receive them at a very considerable expense, and thus an observatory worthy of the position of this institution, as the principal training school for navigators in this maritime country, has been provided.

Transit and
mural cir-
cles.

The training of the boys in the principles and practice of navigation, nautical astronomy, and all those branches of knowledge which conduce to the producing a skilful navigator, is the main object of the education of all the boys of the upper school. It is not merely sought to teach the practice of navigation and nautical astronomy by applying the rules laid down in the treatises on this subject in common use, but a competent knowledge of the scientific principles on which these rules are founded is carefully, and I may add successfully, inculcated. This is the special object of that part of the instruction given in the nautical school; and it is now provided that every boy, before leaving the institution, shall have an opportunity of studying these principles. With this view boys are admissible from the junior department at the age of thirteen if found competent, and all are transferred, whether they pass the requisite examination satisfactorily or not, at the age of thirteen years and six months. The navigation school course consequently embraces, in addition to the working of the usual problems in navigation and nautical astronomy, geometry, algebra, plane and spherical trigonometry, and the theoretical principles of astronomy.

Object of upper school.

Course of instruction in navigation school

The preliminary course of study in the upper school has necessarily a special bearing upon the subjects which are taught in the nautical school. But the elements of a good English education are not neglected; nor, indeed, could any course of instruction, whose only aim was to cultivate the mathematical powers, be approved, as it would inevitably fail in its object.

Course of instruction in upper school.

The course of study in the lower school has of late had the same direction given to it as in the upper school, although not so exclusively and to the same extent. The boys of the two upper classes of this school, however, are now taught, with considerable success, the principles and practice of navigation and nautical astronomy. Advantage has been taken of the preferment of one of the masters to another sphere of duties, to remodel the higher classes of this school, with an express view to the more efficient and systematic teaching of these subjects, the services of Mr. Dobson being transferred from the nautical to the lower school with this special object. It is, however, much to be desired that, in thus assimilating the course of the lower school to that of the upper, other as important objects be not lost sight of. Practical mechanics, for example, and especially their application to the steam-engine, which professedly form part of the course for the first class, and which are of great importance for those boys whose destination is to be transferred to the factories of the dockyards and to enter the navy as engineers, do not seem to be cultivated with so much success as could be desired.

Course of study in lower school.

Remodelling of first three classes.

Practical mechanics too much neglected.

Literary
instruction.

Nor must it be forgotten, that that class of intellectual powers which it is the special object of a literary education to evoke are of no less importance than that other class which are cultivated through the instrumentality of the exact sciences; and that undue preponderance given to the latter is calculated to destroy that balance of the powers which ought to exist in a healthy mind.

French class.

This tendency has been felt in these schools, and a correction has been sought by the introduction of the study of the French language and literature. The attendance of the boys in the French classes, which are open to both schools, is entirely voluntary, and is moreover too limited to produce all the good effects for which such a study is calculated. The number of boys in the nautical school is 126, of whom only 41, or one-third part, are attached to the French class. Mr. Riddle, the head master of the nautical school in some "Notes relating to the condition of the nautical school during the half-year ending Midsummer 1858," with which he furnished me, makes the following remark relative to this class:—

Does not
interfere with
progress in
professional
studies.

"That this extension of the course of education and the increased claim on the exertions of the boys do not interfere with their progress in their professional studies is manifested at this time by the fact that the two boys who are most distinguished in French are the two head boys of the first and second classes of the nautical school, viz., Wm. Fred. Maxwell and Edward John Wells, both entitled to commendation for their industry, excellent conduct, and progress in all their studies."

Suggestion
that French
should form
part of regu-
lar course
for nautical
school.
Voluntary
for lower
school.

With this judgment I most cordially concur, and I am sure that it is in accordance with the experience of all persons who have an extended practical acquaintance with the education of the young. The legitimate inference is, that the study of French should no longer be voluntary, but form a portion of the regular course of study in the nautical school. I am not prepared to offer the same suggestion as regards the lower school; the attendance of boys from which might perhaps still be voluntary.

Resident
French
master.

To carry into effect this suggestion, a subdivision of the boys into a greater number of classes would be necessary; and the appointment of a regular French master, who should devote his entire energies to the schools as the other masters do, would be indispensable, and would at the same time be little, if at all more costly, than the present arrangement which effectually precludes any useful extension of the French classes.*

* Since writing the above, the office of French Master having become vacant by the lamented death of M. Deille, the duties and emoluments of his successor have been arranged with a view to some such remodelling of the French classes as is here suggested.

It has been usual for the Inspector of the Greenwich Hospital schools to examine both schools orally, both at the Christmas and Midsummer inspections, but to propose questions for written answers only at Midsummer; while at Christmas, the pupil-teachers have been subjected to a strict examination in all the subjects which they have studied during the preceding twelve months.

In transferring the inspection of these schools to the Education Department of the Privy Council, it was specially provided that the inspections should not be less frequent than they had been formerly.

Having been entrusted by your Lordships with this duty, I propose to follow the course adopted by Canon Moseley. The pupil-teachers will therefore be examined by me at Christmas; and my present report has no further concern with them than as regards the lessons which, in my presence, they gave to the classes to which they are attached at Midsummer.

The documents which were presented to me, are the following:

Firstly. Lists of boys in the several classes of the schools specifying the age of each boy, the time of his residence in the establishment, the time of his continuance in the class, and the estimate formed of his talents and character by the master of that class.

Secondly. A statement of the subjects of instruction in each class and the time allotted to each subject.

Thirdly. A statement given by each master of the attainments of his class in respect to the various subjects taught in it.

Fourthly. A list of the pupil-teachers specifying the time that each has been apprenticed; the class to which he was attached, and the subjects in which he was prepared to give a lesson to his class.

Fifthly. The reports which the drill masters are accustomed to make to the lieutenant superintendent of all cases of misconduct which occur out of school hours, containing also a record of the punishments inflicted for such misconduct.

Sixthly. A statement of the punishments inflicted for misconduct during school hours by the head masters of the several schools, and the causes of the punishments so inflicted.

Seventhly. A list of the boys attending the French class, and their progress.

Upon these documents, together with a record of the results of the *viva voce* examination of the several classes by me at

Nature of
half-yearly
inspections.

Pupil-teach-
ers to be
examined at
Christmas.

Documents
on which
report
founded.
List of boys.

Subjects of
instruction.

Attain-
ments.

List of
pupil-teach-
ers.

Reports of
drill mas-
ters.

Statement
of punish-
ments in
school.

List of
French
class.

Midsummer, and the written answers to the questions proposed by me (which questions are contained in copybooks, one of which is reserved for the use of each boy at the successive examinations, to preserve a record of his progress from time to time,) supplying specimens of their writing, spelling, arithmetical, geographical, historical, mathematical, nautical, and French attainments, I have founded this report.

Every boy in the four classes of the upper, and the five classes of the lower school read before me.

Statistical
details.

The last printed report of Canon Moseley seems to have been that for the year ending Midsummer 1853. I have, therefore, no means of comparing the statistical details of the schools for last year with those for the preceding four years. This is the more to be regretted as I have reason to believe, from the information I obtained at my visit in June, that at no former period have the schools stood higher either as regards instruction or discipline, which would have been more satisfactorily shown by a comparison with the records of former years. I have thought it better on the present occasion not to refer back to records of so long a date as 1853, but simply to lay before your Lordships the statistics for the year ending June 1858, which may form the basis of comparison with those of future years.

MIDSUMMER 1858.

Number of Boys.

Number of boys in the nautical school	-	-	-	126
" " upper school	-	-	-	276
" " lower school	-	-	-	381
Number of boys who have left the upper school between 1 July 1857 and 30 June 1858	-	-	-	105
Number of boys who have left the lower school in the same period	-	-	-	93
Number of boys admitted into Her Majesty's Navy	-	-	-	47
Number of boys admitted into the merchant service	-	-	-	32
Total number of boys who have gone to sea	-	-	-	79

Discipline for Half-year ending 21 June 1858.

Number of punishments inflicted with the birch for offences committed out of school on boys of the upper school	-	-	4
Number of punishments by drilling and disrating	-	-	2
Number of upper school boys absconding	-	-	3
Number of boys discharged for misconduct	-	-	0
Total number of punishments for offences out of school in upper school	-	-	9
Number of punishments inflicted with the birch in the lower school	-	-	19
Number of punishments by drilling and disrating	-	-	51
Number of cases of absconding	-	-	1
Number of boys discharged for misconduct	-	-	5
Total number of punishments in lower school	-	-	76

Number of punishments for misconduct during school hours in the upper school :—		
For repeated disorder and disobedience, six stripes with the birch	2	
For disobedience and inattention to studies, four stripes on the hand	2	
For tearing and injuring books, four stripes on the hand	1	
Total corporal punishments	5	
Number of impositions	6	
Number of punishments for misconduct during school hours in the lower school		0
Average weekly attendance in the "backward class," upper school	47	
" " " " lower school	74	

Number of Teachers.

Number of masters constantly employed in the schools	15
Number of boys to each master, in the nautical school	31
" " " upper school	55
" " " lower school	63

Nautical Attainments of the Upper School.

Number of boys in the upper school in June 1858 who were within six months of the period when they must leave the institution	43
Proportion per cent. of the above who had been instructed in the mathematical principles and in the practice of navigation and nautical astronomy	69
Proportion per cent. who had not been instructed in navigation or nautical astronomy in theory or practice	0
Proportion per cent. who had been instructed in the practice of navigation and nautical astronomy, but were imperfectly acquainted with the mathematical principles	28
Proportion per cent. who had various degrees of knowledge in navigation, but had little or no acquaintance with nautical astronomy in theory or practice	3
Number of astronomical observations made and recorded by the boys in the preceding half-year	60,595
Number of boys receiving daily instruction in the art of making astronomical observations	88
Number of nautical charts drawn	206

Nautical Attainments of the Lower School.

Number of boys within six months of the period when they must leave the institution	47
Proportion per cent. of the above who have been instructed in the mathematical principles and practice of navigation and nautical astronomy	0
Proportion per cent. who had a respectable acquaintance with the practice of navigation and nautical astronomy	36
Proportion per cent. who had a knowledge of navigation, and but little knowledge of nautical astronomy	35
Proportion per cent. who had some knowledge of navigation, but none of nautical astronomy	
Proportion per cent. who had not been instructed in navigation or nautical astronomy	25
Number of boys who received daily instruction in making astronomical observations	30

Discharges.

The following Table contains a statement of the number of boys discharged from the school in the year ending 30 June 1858 :—

	Discharged from	
	Upper School.	Lower School.
Pupil-Teachers :—		
To be assistant master of lower school - - -	1	—
„ navigation masters under the Board of Trade - -	—	2
„ shipwrights' apprentice - - - - -	1	—
At their own request - - - - -	—	3
Boys :		
To the royal navy as masters' assistants - - -	8	—
„ Ditto as boys - - - - -	1	28
To the royal marines - - - - -	—	1
To Her Majesty's dockyards as engineers' apprentices -	4	6
„ Ditto as shipwrights' apprentices - - -	—	1
To the merchant service - - - - -	1	—
To their friends - - - - -	74	12
Transferred to the upper school - - - - -	—	2
For misconduct - - - - -	8	18
Run - - - - -	4	13
Died - - - - -	3	7
Total - - - - -	105	93
Boys who subsequently to their discharge from the school have entered—		
The royal navy as masters' assistants - - -	2	—
„ Ditto as boys - - - - -	6	2
Her Majesty's dockyards as engineers' apprentices -	7	—
„ Ditto as shipwrights' apprentices - - -	—	1
The royal marines - - - - -	—	1
The merchant service - - - - -	31	—
Total - - - - -	46	4

Number that enter the public service.

From which Table it appears, that, deducting the number of discharges for misconduct, of cases of absconding, and of death, which amount to 15, or about 14 per cent. of the number of discharges in the upper school, and to 38, or nearly 41 per cent. in the lower school; of the remainder, 31, or about 33 per cent. of the upper school boys, enter the public service in some department, and 28, or about 30 per cent., are unaccounted for; while 32, or about 37 per cent., join the merchant service; and of the lower school 44, or about 80 per cent., enter the public service, and 11, or 20 per cent., are unaccounted for.

Discharges for misconduct.

It appears that while eight are discharged for misconduct from the upper school, eighteen are so discharged from the lower school. This disproportion, doubtless, in a great measure

arises from the circumstance that most of the lower school boys have received such education as they have when they enter the Greenwich schools, at one or other of the naval ports in the midst of degrading associations. The large relative number of boys who run from the lower school is due, to a certain extent, to their compulsory discharge into the navy on completing their fifteenth year. Several very promising lads, whose character and progress have been in all respects satisfactory, have, I am assured, run in order to avoid this compulsory entrance into the navy.

The large proportion of boys from the upper school who enter the merchant service, and carry with them into it all the requisites for the making of expert and successful navigators, cannot fail to exercise a most beneficial influence on the interests of the mercantile navy, and must be a source of gratification to all who desire the prosperity of our commerce. The training of a body of intellectual and able men to navigate with the least possible risk those numerous vessels on whose safe passage so much of the prosperity of our country depends, is a worthy object of a national institution.

During the same period there have been admitted into the Admissions.

Upper School.

103

Lower School.

90

It is to be observed, that the discharges and admissions are not made at the end of every quarter, but as soon as a boy reaches the age of fifteen his time of residence in the institution comes to a close. On this account the senior classes of both schools are in a state of perpetual transition; while, at the same time, the junior classes are in a state of constant fluctuation from the additions that are always being made to them. This state of things cannot fail to detract somewhat from the efficiency of the instruction, both in the higher and lower classes; but I understand that after the trial of several other plans, this has been ultimately adopted as that which in practice works best.

The qualifications for the admission of a boy into the upper school are, the ability to read fluently, write small text well, and work sums in addition, subtraction, and multiplication easily and correctly. I understand that it has never been found practicable rigidly to enforce these conditions. It might, however, have been expected that every year would mark an improvement in the average attainments of boys on admission; the very reverse of this is reported to be the case.

For admission into the lower school it is requisite, according to the "regulations," that every boy should be able to read correctly a chapter in the Gospels.

Even this very moderate qualification, so easy of attainment

in the present day of good and cheap elementary schools, it is found impracticable to enforce rigidly; nor is the standard of attainment on admission into the lower school becoming higher year by year, but the reverse.

Discipline.

The discipline, whether in or out of the walls of the school, is reported to be admirable. When it is considered that 800 boys of various dispositions and tempers are kept in order with the infliction of only 83 punishments for half a year, for offences committed out of school, and of five corporal punishments for offences committed in school, it must be admitted that little is left to be desired in this respect. It will be remarked that the greater part of the out-of-school punishments fall on the lower-school boys, and chiefly, I am told, on those of the two lower classes, who are either very dull and idle, or lately admitted into the institution, but little accustomed previously to control; and many of them fresh from the contaminating influences of a seaport town. A very remarkable feature of the school is the cheerful, contented, and happy appearance of the boys, the evident interest they take in work of their class, and eagerness to answer questions put to them. I found all the classes of both schools full of life and animation; and to this I attribute in great measure the excellence of the discipline. In former days, I read in the reports of Canon Moseley, before the instruction was of so admirable a kind as it now is, it was impossible to prevent great irregularities.

Punishments mostly fall on 4th and 5th classes of lower school.

Excellence of discipline.

Attributable to excellence of instruction.

The present state of the Greenwich schools furnishes a brilliant illustration of the fact well known to intelligent educators, that sound instruction and good discipline ever go hand in hand together, and that in proportion as boys can be made to take a real interest in their school-work, they become obedient, orderly, and well conducted. The real source of subordination and good conduct is self-respect; and this is a consequence of the sense of responsibility which sound education inculcates.

Good character of Greenwich boys afloat.

Argument for improving education of seamen afloat, as in the army.

The habits of order and obedience thus acquired at school accompany the Greenwich boys through life in whatever position they are placed, and characterize them on board ship as among the most useful and trustworthy of the ship's company. They thus afford a striking proof that self-respect in a seaman arising from the possession of some intellectual resources, so far from being incompatible with, is evidently conducive towards, the highest qualifications of a good sailor; and that ignorance, recklessness, and vice, do not make him more trustworthy or courageous. The experience of the last few years has abundantly proved that education in the army, while it has tended most materially to the maintenance of discipline, has been no less conducive to the fostering of the noblest and most

useful qualities of the soldier. This principle has also been long acknowledged in the navy, as manifested by the establishment of seamen's schoolmasters. Unfortunately, the very low qualifications possessed by the persons usually appointed to that office, and the miserable quality of the instruction provided, have reduced schools on board ship to little if anything better than an empty name.

What experience has proved to be so useful for the army cannot be otherwise than useful for the navy; and it were much to be desired a vitality should be given to educational establishments afloat which they have never yet possessed.

The following table shows the number of boys in the several classes, specifying how many have been in them between six and twelve months, and how many twelve months and upwards.

	Class in Nautical School.			Class in Upper School.				Class in Lower School.				
	1	2	3	1	2	3	4	1	2	3	4	5
Number of boys in the class -	47	41	38	62	63	62	70	58	70	67	70	116
Number of boys who have been in the class more than six but under twelve months	11	2	3	4	10	7	14	31	19	25	29	36
Number of boys who have been in the class twelve months and upwards -	-	-	-	1	-	1	3	14	28	16	13	42

THE NAVIGATION SCHOOL.

This school at Midsummer contained 126 boys; of whom 47 were in the first, 41 in the second, and 38 in the third class. Formerly the third class was a dunces' class, consisting of those boys whom it was considered hopeless to attempt to teach anything beyond the merest rudiments of navigation and nautical astronomy. The consequence was, that all hope of rising higher in the school being taken away, there remained no inducement for exertion, and idleness and insubordination were the characteristics of the class. This restriction has been removed for about six years with the best effect, and the boys now circulate regularly through all the three classes of the Nautical School.

The first division of the first class consisted of twenty-seven boys, of whom twenty-two were present at my examination at Midsummer. These boys had all been taught Euclid, first four books and part of the sixth; algebra to quadratic equa-

Attain-
ments.

tions, involving two unknown quantities, and problems producing them; plane and spherical trigonometry, and application to demonstration of rules in navigation and nautical astronomy. The attainments of these boys, as shown in my examination, I classify as under:—

	Geometry.			Trigonometry and its Applications.			Algebra.			Navigation and Nautical Astronomy.		
	Good.	Fair.	Indifferent.	Good.	Fair.	Indifferent.	Good.	Fair.	Indifferent.	Good.	Fair.	Indifferent.
Per cent. -	40	40	20	50	50	—	30	45	25	30	55	15

Several of those who were not present at the examination seem, from the head master's report, to have been amongst the best in the class. All of these boys are described as being able to observe remarkably well, and six of them were requested by the Astronomer Royal to assist in observing the solar eclipse of the 15th March.

Second
division.

The second division of the first class, consisting of twenty boys, had been instructed in the same course, but were not so far advanced: they also all observe fairly.

Second
class.

The boys of the second class are divided into two sections, consisting of eighteen and twenty-three boys respectively; their course of instruction is very much the same as in the first class, but less advanced.

Third class.

The third class consists of thirty-eight boys, who were instructed in Euclid, first and second books; algebra to easy quadratic equations, the elements of plane trigonometry, navigation, and a little nautical astronomy.

Ages.

The ages of the boys in the first class vary between 14 and 15 years, in the second class between 13 years 8 months and 15 years, and in the third between 13 years 3 months and 15 years.

Success of
training.

The great difficulty of teaching boys so young so much mathematics as is required for this course seems to have been very happily overcome by Mr. Riddle, the head master of the nautical school, and his coadjutors, Messrs. Baillie, Mugridge, and Dobson. The amount of mathematical attainment evinced by their pupils at my examination reflects the greatest credit on their skill and assiduity.

Besides the acquisition of the mathematical principles and the practice of Navigation and nautical astronomy, every pains is taken to perfect as much as possible the practical

education of the boys, so as to fit them for any emergency in which, as seamen, they may find themselves in future life.

Besides being well practised in taking astronomical observations, of which not fewer than 60,595 were made in the preceding half-year, they are carefully instructed in chart drawing, of which 206 were completed between Christmas and Midsummer, including twenty-two of the river made from actual survey.

In addition to this, for some years the senior boys have been instructed in actual surveying. The surveying class commenced operations on the 21st of April, and between that date and the 21st of June made nine voyages under the direction and charge of Messrs. Baillie, Mugridge, and Dobson, aided by the pupil-teachers who for the time being were attached to the nautical school. These voyages are made on available half-holidays, and two masters and one pupil-teacher accompany the class on each occasion. A large boat is placed at their disposal, and an experienced old college-man acts as coxswain, a duty requiring great caution with a boat full of boys on so crowded a river as the Thames. A good deal of practice is secured to the boys in these expeditions in the use of the theodolite, pocket-sextant, and prismatic compass, and the observations are carefully recorded in a book kept by Mr. Baillie for that purpose; and a plan of the shore of the river, extending about three miles from the hospital to the river Lea, has been made by each of the twenty-two boys in the surveying class.

Of the 126 boys in the nautical school, 21 of the first, 7 of the second, and 13 of the third class are attached to the French class. I have already recorded my opinion that without all interfering with the amount of mathematical and nautical attainments, a considerable extension might with good advantage be given to the French studies.

The boys of the three classes of the nautical school, of three classes of the upper school, and of three classes in the lower school wrote from dictation about twenty lines from Hume's History of England; and every boy of the upper and lower schools read in my presence, and I noted down my estimate of his reading.

The following table contains a record of the results of my examination in these two respects; the exercises in writing from dictation being marked good, fair, indifferent or bad according as not more than two, four, seven, or more than seven, mistakes have been committed.

The book in which I heard the boys read was the ordinary class-book of the class to which they belonged. I take this opportunity of stating, that in my opinion the reading-book

Observations.

Chart drawing.

Surveying class.

Number of boys in nautical school attending French class.

Extension of French class.

Dictation.

Reading. Text-book for 4th class lower school

too difficult
for exclusive
use.

of the fourth class of the lower school is somewhat too difficult for *exclusive* use. It consists of a collection of very admirable readings in science, edited by Mr. Hughes, the head-master of the lower school. It is very well adapted for the higher classes, but containing, as every page does, numerous scientific terms which require explanation, it would be well, I think, to vary the reading of it with that of some easier work in those classes where the mechanical art of reading is an important element of instruction.

Results of
examination
in writing
from dic-
tation and
reading.

	Number in Class present.	Wrote from Dic- tation				Read			
		Well.	Fairly.	Indifferently.	Badly.	Well.	Fairly.	Indifferently.	Badly.
Nautical school :—									
1st class - - -	42	32	7	3	-	-	-	-	-
2nd " - - -	37	15	13	6	3	-	-	-	-
3rd " - - -	34	15	9	4	3	-	-	-	-
Upper school :—									
1st class - - -	57	22	17	2	16	32	10	15	-
2nd " - - -	60	10	18	3	29	32	16	12	-
3rd " - - -	60	10	22	19	9	29	18	8	-
4th " - - -	67	-	-	-	-	18	19	9	21
Lower school :—									
1st class - - -	55	47	8	-	-	47	8	-	-
2nd " - - -	62	46	14	2	-	60	2	-	-
3rd " - - -	66	31	28	7	-	58	4	4	-
4th " - - -	67	-	-	-	-	-	37	17	13
5th " - - -	113	-	-	-	-	-	34	32	47

Satisfactory

These results must be considered satisfactory, especially as it appears that in both schools the attainments of the boys on admission are so moderate. Great pains are also taken with the writing, and in transferring the boys from a lower to a higher class the reading and writing form important elements in the examination.

Writing.

Difference
of result in
upper and
lower school
explained.

It may appear at first on a comparison of the above results with regard to the upper school, that the education is not in so satisfactory a state as in the lower school. This inference would, however, be fallacious, as will appear from the following table, showing the time each boy has been in the institution, and in the class to which he is now attached. It must be remarked, that in several instances in the lower school some of the boys appear to have been longer in the insti-

tution than in the lowest class, in the list of which their names still appear. This arises from the circumstance of their having been transferred to a higher class, and afterwards put down again in consequence of their dullness or idleness. Moreover, the circulation in the upper school is regulated by the condition, that every boy in it shall have an opportunity of being placed in the nautical school to learn something of navigation before he is discharged from the institution. No such regulation exists with regard to the lower school. It is on this account that in every class of the nautical and upper schools there are some boys who spell and write indifferently, while there are none in the first class of the lower school, and but eight in the second class.

	Nautical School.						Upper School.						Lower School.					Average age of boys in each class, and time in institution.
	Class.			Class.						Class.								
	1st	2nd.	3rd.	1st.	2nd.	3rd.	4th.	1st.	2nd.	3rd.	4th.	5th.						
	y. m.	y. m.	y. m.	y. m.	y. m.	y. m.	y. m.	y. m.	y. m.	y. m.	y. m.	y. m.	y. m.	y. m.				
Average age of boys	14 6	14 3	13 9	13 0	12 2½	11 6½	11 0	13 11	13 11	13 9	12 10	12 7	11 7					
Average time in the institution.	3 11	3 7	2 11½	2 5½	1 6	1 0	0 5	3 3	2 2	0 2	4 1	1 11	0 9½					
Longest time any boy in the class has been in the institution.	4 9	4 7	4 0	4 6	2 6	1 9	1 5	4 9	4 1	3 10	3 11	3 3½						
Shortest time any boy in the class has been in the institution.	3 3	2 9	2 3	1 4	0 10½	0 4½	0 4	1 4	0 7	0 7	0 6	0 1						

From this Table it is evident that the circulation in the upper school is more regular than in the lower; but this difference is quite explained by the circumstance, that while in the lower school promotion to a higher class is entirely determined by examination, in the upper school it must take place after a certain age, according to the following regulation:—

Boys to be transferred from the first class to the nautical school are examined in reading, writing, spelling, and arithmetic: under this head are included, fractions, involution and evolution, geometry, algebra, plane trigonometry, and the solution of triangles by logarithms. Boys are eligible for examination at thirteen years of age; and if not selected for promotion before thirteen years and a half, they are then transferred to the nautical school, the examination determining only their place on the list, and not their eligibility as to attainments, for transfer. The number of boys transferred on this modified principle of seniority, without promotion, adopted in June 1852, includes only dull boys, and

rarely exceeds one-fourth of the removals to the nautical school.

	In the 4th Class.	In the 3rd Class.	In the 2nd Class.	In the 1st Class.
Boys to be moved to a higher class are eligible for examination at the age of - -	Y. M. 11 0	Y. M. 11 9	Y. M. 12 6	Y. M. 13 0
Boys, if not promoted, are to be transferred to the higher classes at the age of - -	12 0	12 6	13 0	13 6

held every
quarter,

Upper
school.

The transfer examinations are held for all the schools every quarter.

The following tables show the subjects in which the four classes of the upper school are instructed, and the time devoted to each subject:—

UPPER SCHOOL.

First class. FIRST CLASS.—Head Master, Rev. James Hill, B.D.; Assistant Master, Mr. Card.

Subjects of instruction.	Hours Weekly.	Subjects.	Subdivision of Subjects.
	5	Religious Instruction.	1. Catechism, with Sinclair's Exposition. 2. Doctrines and evidences of Christianity. 3. Scripture history. The Sunday lesson is the Collect, Epistle, and Gospel, and selected chapters.
	2	Trigonometry	1. The elements of plane trigonometry in first three chapters of Hall's Trigonometry. 2. Logarithms with practical use. 3. Solution of right angled and some cases of oblique triangles.
	4	Geometry -	1. Two divisions, first three books of Euclid, and two divisions first book of Euclid. 2. Deductions.
	3½	Algebra -	Fractions, simple equations and problems producing them.
	4	Arithmetic -	Proportion, fractions vulgar and decimal, involution and evolution.
	3½	Geography, &c.	1. The general geography of Europe, and drawing maps. 2. Definitions, and chief facts of mathematical and physical geography. 3. Definitions, &c. of plane astronomy, and circles of the sphere.
	5½	English Literature.	1. Grammar. 2. English history. 3. Reading in Literary Class Book and Fourth and Fifth Irish Books. 4. Writing and dictation.

SECOND CLASS.—Master, Mr. Smith.

Second class.

Hours Weekly.	Subjects.	Subdivision of Subjects.
5	Religious Instruction.	1. Catechism, with Sinclair's Exposition. 2. Old Testament. 3. St. Matthew's Gospel.
3½	Geometry	Definitions, &c., senior division first forty, and junior division first twenty propositions in Fisher.
3½	Algebra	Fundamental operations and simple equations.
4	Arithmetic	Proportion, vulgar and decimal fractions.
2½	Geography	Asia and South America, drawing maps.
5	English Literature.	1. Reading English History, Fourth Irish Book, and Supplement. 2. Grammar.
3	Writing	Writing from small-hand copy slips, from dictation, and from books.

THIRD CLASS.—Master, Mr. Mustart.

Third class.

5	Religious Instruction.	1. Catechism and explanation. 2. Book of Genesis. 3. Prophecies relating to our Lord.
5	Arithmetic	Reduction, proportion, and fractions.
2½	Mathematics	1. Fisher's Geometry, to first ten propositions. 2. " Algebra to fractions.
3½	Geography	1. Outline of World. 2. Europe. 3. Africa.
3½	Grammar	Parsing.
3½	Reading	1. Third Irish Book. 2. History of England. 3. Select poetry committed to memory.
3½	Writing	Copy slips, dictation, and copying from reading books.

FOURTH CLASS.—Master, Mr. Tancred.

Fourth class.

5½	Religious Instruction.	1. Catechism, with explanation. 2. History of our Saviour's early life. 3. Select parables and miracles. 4. Prophecies relating to the coming of our Lord.
6	Arithmetic	Simple and compound rules, and easy examples in proportion.
3	Geography	1. Definitions. 2. British Isles. 3. Palestine.
3	Grammar	1. Orthography. 2. Etymology.
5	Reading	1. English history. 2. Irish Third Book and M'Culloch's Third Book. 3. Poetry from the "Garland" committed to memory.
6	Writing	Copy slips, dictation from Third Irish Book, and copying from reading-books.

Result of
examination
satisfactory
except in
English
grammar.

With the results of the written and oral examination of all these classes I had every reason to be satisfied, with the single exception of English grammar, the principles of which do not seem to be so well understood as I could have wished. An extension of the study of the French language, by affording the boys an opportunity of comparing the inflexions of words and the force and use of phrases and expressions in the two languages, would tend greatly to facilitate a more accurate acquisition of the principles of the English grammar.

Lower
school.

The following Tables, relative to the lower school, similar to those given above, I insert, because I believe I can convey, by means of them, a better idea of the instruction sought to be given than by a mere verbal description; and by a comparison of them with the Tables already given, showing the distribution of the boys in the classes and the average ages of the boys in the several classes, some notion may be formed of the actual state of the school and the extent to which it answers the purpose of giving a suitable education to the class of boys for whom it is provided:—

LOWER SCHOOL.

FIRST CLASS.—Head Master, Mr. E. Hughes.

First class
subjects and
attainments.

Time per Week.	Subjects.	Attainment.
3	Religious In- struction.	1. Church Catechism explained and committed to memory. 2. Gospels and Acts of Apostles; the Life of our Lord, with parables and miracles. 3. The Pentateuch; the types and prophecies relating to the Messiah.
4½	Geometry -	30 boys as far as 63rd Proposition in Mr. Fisher's book. 22 " 48th " 6 " 40th "
3½	Algebra -	30 boys in solution of simple equations of one and two unknown quantities and problems producing them, of whom 20 work quadratics. 28 boys in the preceding rules.
2	Trigonometry	30 boys in the proof of elementary formulæ, in plane trigonometry, and in solving examples of heights and distances by logarithms.
5	Navigation -	20 boys have gone through the following course, and 28 know the subjects contained in the first four sections:— 1. The sailings. 2. To determine the latitude from a meridian observation of ☉, ☽, stars, or planets. 3. To determine the error of a chronometer from a solar observation. 4. To find the longitude by chronometer. 5. To determine the variation of the compass. 6. Lunar observations by observed distances of ☉ from ☉, star, or planets. Principles and construction of Mercator's chart. About 30 boys observe with tolerable accuracy.

FIRST CLASS—continued.

Time per Week.	Subjects.	Attainment.
—	Arithmetic -	40 boys in the rules of vulgar and decimal fractions; 16 in proportion, and 2 in the preceding rules.
1	Steam-engine	Oral lessons given in its principles and constructions.
1	Geography -	Physical geography and general geography of the globe.
2	Writing -	From dictation.
3	History -	Reign of George III.

SECOND CLASS.—Master, Mr. E. Purcell.

Second class.

3½	Religious Instruction.	1. Lives of Moses and the Patriarchs, Journeying of of the Israelites to the Promised Land, and types and prophecies referring to our Saviour. 2. Life and Travels of St. Paul; Life of John the Baptist; Early Life of our Lord. 3. Six Chapters of "Faith and Duty," and chief parables and miracles.
1	Geography -	Physical and general geography of Europe.
1	Grammar -	Etymology and syntax
5¼	Arithmetic -	The advanced boys, 37, vulgar and decimal fractions and proportion. The remainder the compound rules.
2	Writing -	From copies, dictation, and entering work.
1½	Geometry -	35 boys, first book and part of third. 22 " 30 propositions of first book. 10 " preceding propositions.
1½	Trigonometry and Algebra.	First section, elementary rules of plane trigonometry; elementary rules and simple equations. The remainder in elementary rules.
4¼	Reading -	Hughes's Third Book.
2	Navigation -	The senior section,—Day's work, latitude by meridian, altitude of ☉, ☽, or star. Solution of right-angled triangles.

THIRD CLASS.—Master, Mr. C. W. Connon.

Third class.

5	Religious Instruction.	1. Catechism. 2. Gospels, especially miracles and parables.
4½	Reading -	Goldsmith's History of England.
4½	Geometry -	18 boys, - 20 propositions, first book. The remainder, 6 " " "
6	Writing -	From copies, from dictation, entering work.
4½	Arithmetic -	The compound rules and reduction, and 20 boys in proportion.
1½	Geography -	1. America. 2. Palestine.

Fourth
class.

FOURTH CLASS.—Master, Mr. Dawson.

Time per Week.	Subjects.	Attainment.
4½	Religious Instruction.	Catechism. The Book of Exodus, and Types and Prophecies of our Lord. Outline of our Lord's Life. Parables.
4	Arithmetic -	3 boys, in proportion. 31 „ reduction. 36 „ compound rules.
6	Writing -	From copies and dictation.
4	Reading -	Hughes's First Book.
2	Geography -	Physical outlines of Europe.
3½	Geometry -	First division (20 boys), 4 propositions, Second ditto (50 boys), definitions, and 2 propositions.
—	Grammar -	No particular time set apart for it. Parts of speech.
¾	Poetry -	Hughes's selection.

Fifth class.

FIFTH CLASS.—Master, Mr. Hamilton.

4½	Religious Instruction.	Genesis, early life of our Lord, parables, Church Catechism.
4½	Reading and grammar.	Third and Fourth Irish Books, parts of speech.
4½	Writing -	Copy slips, dictation.
3¾	Arithmetic -	Simple rules.
2½	Geography -	1. Palestine. 2. England.
1	—	Entering sums.

Deficiency of
English
grammar.

From this statement, it appears that in the first class English grammar has no place at all in the subjects of instruction; in the second it occupies one hour a week; in the third it is not taught. The lower school, therefore, depends for its grammatical knowledge on the very meagre elements taught in the two lower classes. I was not surprised to find that the grammatical attainments displayed at my examination were very trifling. I have already stated that the single hour per week set apart for the study of the steam-engine is not very productive of results. That this was not always the case, I conclude, from the terms in which Canon Moseley speaks in some of his reports of the good effect with which this study was pursued in former years. With these exceptions, I have great pleasure in bearing my testimony to the efficiency of the instruction generally, which reflects great credit on the masters of the lower school. The nautical attainments of several of

Instruction in steam-
engine not
satisfactory.Instruction
generally
good.

the boys of the first class were highly creditable. I may especially mention the work of John Cox, Wm. H. Gulliver, Henry Johnson, and William E. Kirkby as excellent, these boys having solved correctly all the questions in navigation and nautical astronomy proposed to this class. Nautical attainments good.

The religious instruction, which is under the special control of the Principal, the Rev. Geo. Fisher, M.A., has always been spoken of in terms of the highest commendation by Canon Moseley; and it is with great pleasure that I can, from my own experience, corroborate his testimony. There is a practical character given to the instruction worthy of all praise, which, combined with the high moral tone which characterizes the school, is a satisfactory proof that one of the highest ends of education is here carefully pursued and efficiently attained. Religious instruction.

The pupil-teachers, who were sixteen in number at Midsummer, and are now eighteen* by the addition of two others appointed on probation, form an interesting feature in the schools. They are invaluable to the country, as by their means, the peculiarly efficient mode of teaching navigation and nautical astronomy which characterizes the Greenwich schools is, in the Navigation schools of the Department of Science and Art, spread abroad for the benefit of the mercantile marine. Pupil-teachers. Masters in navigation schools.

The following Table shows the appointments of twenty-nine out of the thirty-three pupil-teachers who have left the establishment, and fully justifies the terms in which I have expressed myself as to their value to the country. Appointments of 29 out of 33 pupil-teachers who have left the institution.

Name.	Situation, Duties, and Date of Appointment.
HARTLAND, HEN. G.	First exhibitor, Kneller Hall Training Institution, 9th May 1850; appointed assistant master, Nautical School, Greenwich Hospital 18th Dec. 1851; died in the school infirmary 10th March 1856.
BROWNSDON, THOS.	Third exhibitor, Kneller Hall Training institution, 9th May 1850; appointed second master of the Kirkdale Industrial School (near Liverpool) in 1853.
PYE, JAS. - -	Appointed second master of the British Orphan Asylum, Clapham, 15th Oct. 1850; head master July 1856; master of Twickenham parish school April 1858.
WALTERS, JNO. A.	Appointed master of Bermuda dockyard school 16th Dec. 1850; clerk in Pembroke dockyard, 29th Oct. 1855.
HANDS, WM. -	Appointed a master in the London Orphan Asylum, Clapton, 25th Nov. 1852; second master in 1857.

* Now seventeen, one of the candidates not having been appointed.

Name.	Situation, Duties, and Date of Appointment.
SNELL, EDW. -	Appointed a master and to instruct in mathematics navigation in Dr. Burney's Preparatory Nautical school, Gosport, 25th Jan. 1853.
HENNESSEY, EDW.	Appointed third master in King Edward's Foundation Grammar School, Ludlow, 26th August 1853; a master in London Navigation School, Oct. 1855; master of the Navigation and Trade Schools, Aberdeen, Nov. 1856.
LYREE, CHAS. -	Appointed to the Waterman's, Putney, School (Marty's Charity) as master, under trustees, 10th Mar. 1854.
SCAPING, ZEBEDEE	Appointed to the Department of Science and Art, Marlborough House, Board of Trade, 25th March 1850; subsequently to the Navigation School, Leith; and, Oct. 1857, to the Navigation School, Glasgow.
THORN, WM. -	Appointment the same as foregoing, under Board of Trade; subsequently master of the Trade and Navigation Schools, Blackwall; and June 1857 naval instructor on board the "Monarch," (Green's).
LAWLESS, JNO. WM.	Appointed naval instructor to H.M.S. "Ajax," 16th Dec. 1854; and subsequently to H.M.S. "Indefatigable."
CROCKFORD, THOS.	Appointed naval instructor to H.M.S. "Blenheim," 16th Dec. 1850; and subsequently to H.M.S. "Diadem."
OBORN, THOS. -	Appointed naval instructor to H.M.S. "Agamemnon," 3rd March 1855; to H.M.S. "Chesapeake," 1857.
ADAMSON, GEO. -	Appointed master to instruct in navigation and mathematics in Dr. Barney's Preparatory Nautical School, Gosport, 31st Jan. 1855; master of the Navigation School, Liverpool, Jan. 1858.
STILES, JAS. JONATHAN.	Appointed master in the London Navigation School 12th Sept. 1855; and master of the Navigation School, Sunderland, April 1856.
WEST, WM. FRED.	Appointed a master in the Port of London Navigation School, and in the Trade School (Green's), Blackwall, 29th Feb. 1856; in the Navigation School, Sunderland, July 1856; and assistant instructor on board H.M.S. "Illustrious," Feb. 1858.
STRACHAN, RICH.	Appointed a master in the Port of London Navigation School, 30th Sept. 1855; as assistant in the Chronometer Office, under the Board of Trade, Sept. 1856.
CARD, WM. F.	Appointed a master in the Port of London Navigation School, 29th Feb. 1856; master of the Navigation School, Glasgow, April 1857; and assistant master, Upper School, Greenwich Hospital, 18th August 1857.
BOWING, JNO.	Appointed a master in the Port of London Navigation School, 12th July 1856.

Name.	Situation, Duties, and Date of Appointment.
MUSTART, ROB. -	Appointed by competitive examination fourth master, upper school, 22nd Nov. 1856; third master, upper school, 4th July 1857.
SULLIVAN, JNO. -	Appointed acting assistant master in the Nautical School, 18th March 1856; to the British North American Exploring Expedition, April 1857.
MORRIS, MARK -	Appointed a master in the Navigation School, Leith, 12th Jan. 1857; and in the Navigation School, London, April 1858.
SAUNDERS, H. J. -	Appointed second master of the British Orphan Asylum Boys' School, Clapham, 21st March 1857; and as a master in the Navigation Schools, under the Department of Science and Art, 1858.
FOWLER, RICH. -	Appointed assistant instructor on board H.M.S. "Illustrious," 5th August 1857, having been previously appointed assistant master, upper school.
BOSS, JOS. E. G. C.	Appointed to the Navigation School, Shadwell, 18th August 1857.
JONES, JAS. R. -	Appointed a master in the Port of London Navigation School, 18th August 1857; and master of the Yarmouth Navigation School, Oct. 1857.
ESCOTT, ALBERT -	Appointed assistant master in the Nautical School, 20th August 1858.

The following is a List of the Pupil-Teachers as distributed in the several classes, Midsummer 1858.

Names of pupil-teachers.

Names.	Ages.	Date of Appointment.	Parentage.	School Class.	Time in Class.	Subject of Lessons in the several Classes given before Inspector.
SENIOR DIVISION.						
*Escott, Albt. -	yrs. m. 18 42	1855. 26 Feb.	Master Mariner, D.D.	1 cl., N.S.	months. 15 in N.S.	Attached in turn for a fortnight to 5th cl., L.S., and to Observatory since 24th May 1858.
Allen, Leonard -	17 7	28 Sept.	Serjeant, R.M.	2 cl., N.S.	12 in N.S.	—
*Aanensen, Th. G. -	17 24	1856. 17 April	Master Mariner, D.D.	3 cl., N.S.	6 in N.S.	—
M'Carthy, Jas. C. -	17 24	17 April	Pay Serjeant, R.M., D.D.	1 cl., N.S.	6	Geography and history.
*Read, Wm. Thos.	16 10½	30 July	Master Mariner.	2 cl., L.S.	6	Geography of Europe.
Barton, Chas. -	16 5	20 Dec.	Colour Serjeant, R.M.	1 cl., L.S.	12	Physical geography.
Littlejohns, Wm. -	16 34	20 Dec.	Seaman, R.N.	1 and 2 cl., L.S.	6	Steam engine grammar.
Raddenbury, Jos.	16 44	1857. 20 Jan.	Serjeant, R.M.	2 cl., L.S.	6	Geography and history.

* This mark denotes pupil-teachers appointed from the nautical and upper school.

Names.	Ages.	Date of Appointment.	Parentage.	School Class.	Time in Class.	Subject of Lessons in the several Classes given before Inspector.
JUNIOR DIVISION.						
Martin, John	yrs. mo. 15 4½	1857. 6 Feb.	Seaman, R.M.	3 cl., N.S.	months. 6	History and geometry.
Lingard, John H.	16 2½	23 Mar.	Lieutenant, R.N.	3 cl., L.S.	6	Geography of N. America.
Baker, James	16 1½	15 Aug.	Serjeant, R.M., D.D.	4 cl., L.S.	3	Physical features of Europe.
Carrall, James	16 1	19 Aug.	Seaman, R.N.	3 and 4 cl., U.S.	3	Geography and grammar.
Gane, Arthur J.	15 8½	29 Sept.	Pensioner, G.H.	5 cl., L.S.	9	—
Wynn, John	15 7½	31 Oct.	Seaman, R.N.	5 cl., L.S.	9	Geography of England.
*Palsford	15 7½	31 Oct. 1858.	Pilot	4 cl., N.S.	6	Geography and history.
*Lisle, John	15 6	24 Feb.	Master Mariner.	5 cl., L.S.	3	Geographical definitions.
*Martin, Allen	-	-	-	-	-	-
†M'Burney, Wm.	-	On probation.	-	-	-	-

* This mark denotes pupil-teachers appointed from the nautical and upper school.

† M'Burney's appointment was not completed.

The greater part of the pupil-teachers selected geography as the subject of their lesson; and this is a subject, I may remark, which is taught very well in these schools. I am unable to report on the attainments of the pupil-teachers, not having yet examined them.

Lectures.

Besides the regular course of instruction, lectures are given between the months of January and June in each year, which all the boys attend, being separated into four divisions for the purpose. These lectures are given in the school-rooms in the evenings from 6h. 30m. to 7h. 30m. Three lectures are given on each subject. The following are the subjects and the names of the lecturers:—

Astronomy	-	-	-	-	Mr. Riddle.
Light, optics, and optical instruments	-	-	-	-	Rev. Jas. Hill, B.D.
Magnetism, galvanism, &c.	-	-	-	-	—
Mechanics	-	-	-	-	Mr. Baillie.
Chemistry	-	-	-	-	Mr. Smith.
Steam-engine and engineering	-	-	-	-	Mr. Hughes.
Hydrostatics and hydraulics	-	-	-	-	Mr. Purcell.

Examination in lectures.

I proposed questions in each of these subjects at Midsummer; the answers I received, however, were in general very brief and ambiguous, though several of the senior boys showed a very creditable knowledge of the subject-matter of the lectures. The ambiguity of the answers of several of the others probably arose from want of experience in expressing themselves on such subjects.

French class.

The French class consists of 82 boys; viz., 42 from the nautical school, 20 from the upper and 20 from the lower.

They have the advantage of being instructed by Mons. C. J. Delille. There are two divisions. The upper division of 32 boys translate select portions from M. Delille's *Repertoire*, and learn the French Grammar. The lower class, consisting of 50 boys, are only beginning the study. The time devoted to this study is not enough to ensure rapid progress in the generality of the learners. Four boys (all of the nautical school), viz. W. Maxwell, E. Wells, R. Keatley, and T. Millman, displayed a very creditable knowledge of the language. The majority of the rest seemed to have a very confused notion of the moods and tenses of the verbs. Were more time devoted to this study the result would doubtless be very different, and I believe the general good effect on the literary instruction of the schools would be most marked. In the nautical school especially, where the regular course of study embraces only exact science, a compulsory and extended study of the French language, calling into play intellectual powers of a different but equally important class, would be of inestimable value.

I have the honor to be, &c.

JOSEPH WOOLLEY.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year 1858, by the Rev. JOSEPH WOOLLEY, LL.D., on the ROYAL DOCKYARD SCHOOLS, ROYAL MARINES' SCHOOLS, and other Schools under the BOARD OF ADMIRALTY.*

MY LORDS,

Instruction.

IN my last report I enlarged upon the nature and objects of dockyard schools. I took occasion to point out amongst the several objects taught in those schools which may be considered as most important, and most proper to occupy the larger portion of the limited time for instruction available at these establishments. Apart from the actual instruction conveyed during school hours, the master will do well to encourage his pupils to read at home, carefully and accurately, useful works, or to pursue, to a greater extent than is possible during school hours, some branch of knowledge for which they exhibit special aptitude. This is in fact done to a very considerable extent; and the more advanced pupils at many of the yards exhibit in their exercises at my half-yearly examination an acquaintance with the English language, and a facility and accuracy of expressing themselves in it, which nothing but reading will bestow.

The dockyard apprenticeships are considered, and justly, as very desirable by the labouring population at the several ports, and there is much competition for them. As the first half of the vacancies are always bestowed on the candidates who have passed the best examination at the half-yearly entry, the schoolmasters will always find amongst these some lads of superior intelligence and aptitude for learning; and these lads, when subjected to the beneficial, moral, and intellectual influences of the school, may be expected to form a body of conscientious and intelligent artizans, who will give a tone and character to the whole service, from whom ultimately the officers of the yard will be selected. This beneficial effect of the dockyard schools has already made itself extensively felt and acknowledged; and it would be far from difficult in every dockyard to point at many rising and meritorious young men, for whose high tone and zealous and effective discharge of their duty the service has to thank the educational establishments. To fashion and mould the material thus provided him, to impress on minds capable of receiving it, a value and love of intellectual culture and a deep sense of duty, is among the most important, as it surely is the most interesting of the

Moral influence of masters.

master's duties ; and to mark the successful career of his pupils, the favour with which they are regarded by their superiors and the respect they win from their equals, is the most gratifying reward of his arduous labours, and the most powerful stimulant to renewed exertions. At the same time he will feel the importance of the charge entrusted to him, and that upon the skill and zeal with which he labours to give a right direction to the thoughts and aspirations of these young men, not only their future welfare and prosperity, but to some considerable extent the efficiency of the dockyard service depends.

But not only the more highly gifted, but all the apprentices, may in the several degrees of their respective capabilities be made by the efforts of a judicious and zealous master to partake of the moral and intellectual fruits of his labours ; and he will ever bear in mind that his special duty is to educate a body of conscientious and intelligent artizans ; and he will never lose an opportunity of inculcating that high sense of duty, that self-respect and respect for others in their several stations, which is among the most valuable results of a sound education.

That the moral and intellectual tone of the apprentices, and of the younger artizans who have passed through the schools has been materially improved since the establishment of these institutions is a well established fact, which no one who is practically acquainted with the dockyard service would question.

The acknowledged effect of the schools in improvement of apprentice-class.

Among the subjects of instruction in a dockyard school, the study of physical science is of great value, not only for its intrinsic interest, and the part it is calculated to play in the development of the intellectual faculties, but also for its direct bearing on the operations the skilled artizans have to perform in the exercise of their calling. The value of this study in an educational point of view is so well established that your Lordships offer encouragement and facilities to the managers of elementary schools in the purchase of philosophical apparatus calculated to illustrate the principles of physical science. How much more valuable, I might say necessary, is such apparatus for schools whose object is to give a suitable education to skilled artizans, who, in the ordinary course of their occupation, are met by applications of science at every turn !

Philosophical apparatus.

Three years ago a beginning was made, by supplying the Portsmouth school with a set of apparatus, which has been of great value. In the beginning of the present year the Devonport school was similarly furnished. It is very desirable that steps should be taken to give to the apprentices elsewhere the like opportunity of studying the principles of physical science

in the most convincing and satisfactory manner, viz., by ocular demonstration.*

Discipline.

The discipline of the dockyard schools continues to be maintained very fairly, and with the necessity of very little intervention on the part of the higher dockyard authorities. In some places, unfortunately, a practice has arisen detrimental to the interests of the school, and subversive of the authority of the schoolmaster, viz., that of permitting foremen of the yard to give leave to apprentices to absent themselves from school even in the evening. Except when the exigencies of the service imperatively demands it, no leave of absence should be given without the sanction of the schoolmaster, whose authority has in some instances, I have been told, been set at defiance by the youths when refused leave by him, readily obtaining it on application elsewhere. This practice ought to be abolished.

Register of progress and conduct.

At Chatham and Woolwich, besides the regular absence book, the masters keep a register which shows not only the attendance, but the progress and conduct of each apprentice every week. This register is from time to time submitted to the superintendent, who has an opportunity of checking any tendency to irregularity or misconduct before it has gained strength. In this way, without formal complaints from the master, which in minor cases of misconduct are frequently not made, through a fear lest by the infliction of an inadequate punishment the master's moral influence should be weakened, or by the infliction of a punishment disproportionately large for the offence, mischief of an opposite character should result, the master obtains efficient support, and good discipline is easily maintained. The certainty that every offence and every neglect of duty will come under the eye of the superintendent cannot but operate as a wholesome check upon those who are disposed to be unruly or idle. It is, therefore, very much to be desired that the Chatham and Woolwich register should be introduced into the other dockyards. Much unnecessary trouble is at present entailed on the masters, who keep these registers, which might be avoided were books with ruled and printed forms provided. I would suggest that books of this kind should be supplied to all the yards, and I feel confident that the masters would think the advantages, which a little experience would show them result from the system, very cheaply purchased at the expense of the little extra trouble entailed on themselves.

* The Board of Admiralty has now approved a plan for supplying each of the five remaining dockyards with apparatus.

One of the greatest difficulties the masters have to contend with arises from the backwardness of some of the apprentices on admission, and the inaptitude for and disinclination to mental exertion on the part of others. It has been proposed to meet this difficulty by granting the power of dismissing lads from the school who exhibit an inability to profit by the instruction. I confess to a disinclination to the granting of such a power, which is, in my opinion, very dangerous and liable to abuse, and could under no circumstances be exercised otherwise than with great caution and very sparingly. For instance, the school certificate would not be granted in such cases, and the absence of this certificate might be made an insuperable barrier against promotion. I have, on successive visits, found apprentices in several of the yards occupying the lowest position of the school, having made little, if any, appreciable progress, and yet even these lads I cannot regard as having derived no benefit from the school. The moral influences of the place and the discipline, so different in kind from that to which they are subjected by the dock side, cannot fail to have left some traces on the mind, however dull. On the whole, therefore, I am inclined to think that the evil likely to result from the dismissal of boys for dulness or want of progress more than equivalent to the gain sought.

In the several yards where there are factories permission has been granted to the factory apprentices and other hired boys to attend school. In all these yards, except Woolwich, this permission has been extensively taken advantage of; and, except at Woolwich, there is a second master in each of these schools, and it is very possible so to arrange the times for the attendance of the factory boys as not to interfere with the attendance of the regular dockyard apprentices. In no other way can this extension of the school work well. The factory apprentices are entered at the age of fifteen, in a manner somewhat similar to the entry of the other apprentices, and it may be supposed that they are not superior in attainments to the more advanced of the dockyard apprentices. From among these lads are selected the third-class engineers for the service afloat, and they rise by regular gradations to the higher engineer appointments. It is therefore of the highest moment, both to their interest and to that of the service, that their education should not be entirely interrupted for the six or seven years of their apprenticeship, at which period of life habits of mental exertion, if not strengthened by practice, are apt to be lost, and cannot be again acquired at a later period. It is therefore a question well worth consideration, whether the attendance of these apprentices at school for a few hours

Proposed power to dismiss dull and idle boys before third year of servitude not to be recommended.

Factory apprentices.

a week should not be made compulsory. I have already stated that Woolwich, where there is an extensive factory, forms an exception with regard to attendance of factory boys. Three years ago, when permission was first given, more than fifty enrolled themselves in the class. This number, however, soon dwindled away, until it was reduced to the very modest number of seven, and these, too, very irregular attendants. The principal cause of this I believe to be the want of a second master in that yard and the impossibility of the master, single handed; doing justice to these youths, who interrupt the regular work without obtaining any equivalent advantage to themselves.

Salaries of
masters.

Another point of interest I am desirous of bringing to your Lordships' notice is the salary and position of a dockyard schoolmaster. The rank conferred on him by the Board of Admiralty is that of foreman of the yard, immediately below that of assistant master shipwright. It would be hopeless to expect that he would obtain the influence and respect due to this rank without the enjoyment of an adequate salary. Moreover, the attainments requisite in a dockyard schoolmaster are of such an order that it would be impossible to obtain the services of well-qualified men without a fair rate of remuneration.

The masters at Portsmouth and Devonport were the only masters who, five years ago, were in receipt of a salary at all commensurate with their rank and attainments. At that time an increase was made in the salary of the others; and finally, during the present year, a further increase has been made, and the masters are placed on a better footing. A full schoolmaster now receives 150*l.* on appointment, and an increase of 10*l.* per annum until his salary reaches a maximum of 200*l.*; except the schoolmasters at Portsmouth and Devonport, whose salaries begin at 200*l.*, and rise by annual additions of 10*l.* to 250*l.*. The salary of an assistant master commences at 100*l.* and rises to 140*l.*

Malta dock-
yard school.

During the past year a school has been opened at Malta by the Lords of the Admiralty. The apprentices are educated in it as in the schools at home. Besides the apprentice school there is also, under the same master, a school for the children of artificers and others in the Admiralty service. The admiral superintendent is visitor, and the managing committee consists of the chaplain, the master shipwright, and the chief engineer of the dockyard. Arrangements have been made for a half-yearly examination of this school by the chaplain or naval instructor of the flagship, who will send home a report.

The following Tables show the number of apprentices and others attending the dockyard schools at Christmas 1857 and at Midsummer 1858:—

Number of apprentices attending school.

CHRISTMAS 1857.

NAME of DOCKYARD.	Apprentices' Year of Servitude.						Total Apprentices.	Factory and Hired Boys.	TOTAL.
	6	5	4	3	2	1			
Chatham	-	2	5	38	23	18	86	54	140
Deptford	-	-	2	47	13	11	73	-	73
Devonport	-	2	1	53	34	26	116	43	159
Pembroke	-	1	6	31	7	12	57	-	57
Portsmouth	-	4	13	35	23	25	100	116	216
Sheerness	-	-	8	24	36	7	75	8	83
Woolwich	2	1	8	36	21	6	74	63	137
Total	2	10	43	264	157	105	581	284	865

MIDSUMMER 1857.

Chatham	1	1	11	32	20	19	84	48	132
Deptford	-	-	2	34	12	13	61	-	61
Devonport	1	2	1	39	21	38	102	44	146
Pembroke	-	4	4	20	15	10	53	-	53
Portsmouth	-	5	8	29	25	25	92	64	156
Sheerness	-	2	2	29	20	7	60	8	68
Woolwich	1	1	8	28	20	16	74	10	84
Total	3	15	36	211	133	128	526	174	700

From this statement it appears that a considerable diminution in the number of apprentices and factory boys attending school has taken place since Christmas 1847. With regard to the former, it may be remarked that the reduction in the number of entries, consequent upon the war, has now produced its full effect, and the number of apprentices will probably not fall below its present standard. With regard to the factory apprentices, I may remark that the attendance is entirely voluntary; it is therefore no more than what might be expected, that the number of these should be subject to considerable variations. I have already accounted for the great diminution in their number at Woolwich.

Causes of diminution.

The following Tables show the number per cent. whose answers to the questions proposed to them at my last examination, and other exercises are marked by me good, tolerable, and bad; I may remark that each apprentice was examined

Results of examination.

by me orally as well as by written questions; and that I include the results of both in this summary:—

NAME of DOCKYARD.	Writing from Dictation.			General In- formation.*			Arithmetic and Mensu- ration.			Algebra.			Higher Mathematics.		
	Good.	Fair.	Bad.	Good.	Fair.	Bad.	Good.	Fair.	Bad.	Good.	Fair.	Bad or indif- ferent.	Good.	Fair.	Indif- ferent.
Chatham	35	22	43	12	50	38	36	14	50	8	19	43	—	13	88
Deptford	30	23	47	11	30	59	30	30	40	10	10	31	—	18	—
Devonport	59	16	25	18	43	39	46	40	14	17	5	43	6	0	2
Pembroke	60	15	25	12	42	46	44	37	19	14	25	19	2	6	0
Portsmouth	24	34	42	5	25	70	42	25	33	33	20	47	0	0	24
Sheerness	39	10	51	10	30	60	15	41	44	13	9	51	2	0	6
Woolwich	51	15	34	6	40	54	20	42	38	25	21	35	0	4	4

* Including Scripture, geography, history, grammar, and physical science.

The following Table exhibits the number per cent. of those who succeeded in solving a proposition in Euclid, and of those who failed in the attempt:—

NAME of DOCKYARD.	Solved a Proposition of Euclid in Book							Total No. per cent. who attempted Euclid.
	11th.	6th.	4th.	3rd.	2nd.	1st.	Failed.	
Chatham	—	1	—	8	13	36	26	84
Deptford	2	—	6	6	8	25	7	54
Devonport	1	6	1	7	12	30	14	71
Pembroke	2	10	2	16	4	12	4	50
Portsmouth	4	6	5	8	5	24	13	65
Sheerness	—	6	—	—	4	22	18	50
Woolwich	2	8	—	4	9	33	11	67

Chatham.

This school continues under the charge of Mr. M'Garahan, assisted by Mr. Buttery. Mensuration is not taught so effectively here as might be desired, and the ground travelled over in the mathematical subjects is hardly sufficiently made good. Grammar is still a strong point.

The boys belonging to the ropery and the foundry, who attend school here to the number of 48, are for the most part in a very backward state. The greater part read very indifferently, and few are advanced in arithmetic beyond the compound rules. The privilege of attending school is doubtless a great boon to them, but from the shortness of the time allotted to their instruction, their progress is necessarily very slow.

Deptford.

The upper division of this school has greatly improved of late. I am glad to find that mensuration and practical mechanics are not neglected. Among the younger apprentices, H. Deadman, who had not completed the first year of his apprenticeship at my last visit, gives great promise, taking a very respectable place amongst the apprentices completing their third year, and being superior to all but four of his own yard. The lower division of this school continues very backward.

Devonport.

During the past year an assistant master, Mr. T. Cock, who was for some years a regular attendant at the school, has been appointed. Under the able superintendence of the head master, Mr. Rae, he may be expected to become a very efficient dockyard schoolmaster.

This school is inferior to none in general efficiency, and reflects great credit on Mr. Rae, who pursues his arduous labours with untiring zeal and assiduity, and maintains discipline admirably by the moral influence he exercises, having rarely to appeal to the superior authorities of the yard for support. I should be glad to find the knowledge of mensuration more accurate.

The factory boys attending this school may be divided into two classes,—engineer apprentices, of whom there were 13; and boiler-makers' boys, of whom there were 30. Of the the former, 7 wrote well from dictation, 3 fairly, and 3 badly; in arithmetic, 5 could work decimals, 2 vulgar fractions, 1 practice, 3 proportion, 1 compound rules, and 1 made no attempt to work a sum; 2 could solve a quadratic equation fairly, and 6 a simple equation; 1 attempted a proposition in the Third Book of Euclid, 1 do. in the Second Book, and 2 in the First Book; 3 attempted unsuccessfully to parse a simple sentence, 3 solved a triangle by the help of logarithms well, and 1 made an unsuccessful attempt; 1 only attempted to answer questions in Scripture, geography, and history. I found amongst them 4 Greenwich, boys of whom 2 were far the best in attainments; the other 2 were but indifferent. It is evident from this account that these lads are very much in need of regular instruction.

Engineer
and rivet
boys.

The 30 boiler-makers' boys were even less advanced than the ropery boys at Chatham; only 1 could write a very simple sentence from dictation well, 2 indifferently, and 27 completely failed; 1 could work a sum in practice, 1 in proportion, 3 in the compound rules, 13 in the simple rules with more or less

success, and 12 were apparently totally unacquainted with arithmetic. I should add that the arrangements for the attendance of these lads at school had only lately been completed. I hope to be able to give a somewhat better account of these boys in another year.

Pembroke.

Appoint-
ment of
Mr. Robin-
son as
master.

By the lamented decease of Mr. Good, who held the office of master of this school from its first establishment, a vacancy occurred which was filled up by the promotion of Mr. J. J. Robinson, who filled the situation of second master at Portsmouth, with great ability and advantage to the service for nine years. Mr. Robinson is a very talented mathematician, and has distinguished himself by some very meritorious original researches in some branches of pure mathematics. He also possesses one of your Lordships' certificates. He is well adapted to discharge the duties of head master at this school, which is characterized by a thirst for knowledge beyond the average. Many of the apprentices have made considerable progress in their studies, but there is a general want of accuracy; and their exercises exhibit a want of grounding. The study of geometry has unfortunately declined of late years; and the Pembroke dockyard school, which used to take the highest rank in this respect, is now among the lowest.

Neglect of
geometry.

The attainments of the newly-elected apprentices have also declined.

Portsmouth.

This school has lost the valuable services of Mr. Robinson, whose place has been supplied by Mr. Edwin Lang. The geometrical and algebraic exercises of the pupils of this school are beyond the average. In general information, however, especially in grammar, it takes the lowest place. I have not been able to trace in the answers to questions in physical science proposed by me as much accuracy and extent of knowledge as might be expected from the advantage of lessons illustrated by philosophical apparatus which is here possessed.

The factory boys here, also, may be divided into two sets—34 apprentices and 30 boiler-makers' and house boys.

Engineer
boys, &c.

The 34 factory boys are distributed into three classes. Besides arithmetic, algebra, and geometry, Mr. Rawson has begun to give instruction in the marine steam-engine and the branches of physical science immediately bearing on it.* In

* Since discontinued, on account of the irregularity of attendance of the engineer-boys.

this, however, little progress had been made at the time of my visit. Thirty-two were present at my examination. Of these wrote from dictation,—

Well.	Fairly.	Badly.
20	5	7

Could work a sum fairly in vulgar or decimal fractions, 31; were fairly acquainted with the elementary principles of practical mechanics, 9; could solve a quadratic equation, 7; and a simple equation, more or less correctly, 18; were acquainted with plane trigonometry, 5; could solve a proposition in the Third Book of Euclid, 5; in the Second Book, 1; and in the First Book, 5. Of the last eleven entered it is worthy of remark that seven had been Greenwich boys.

Of the 30 other boys 24 were present, of whom wrote an easy sentence from dictation,—

Well.	Fairly.	Badly.
5	8	11

3 understood something of vulgar fractions, 2 of proportion, 2 of the compound rules, 11 of the simple rules, and 6 appeared entirely ignorant of arithmetic.

Sheerness.

A new school-room has lately been appropriated to this school more adequate to its wants. It may be expected that the downward tendency manifested here of late, attributable in great measure to the inadequacy of accommodation, will be checked.

Woolwich.

This school continues working fairly. The extreme vibration of sound in the school-room has been greatly improved by the introduction of canvas partial partitions. The attendance from the factory consisted of only seven apprentices.

Of these wrote from dictation,—

Well.	Fairly.
4	3

Could solve a question in fractions fairly, 6; 5 attempted to solve an equation, but none succeeded.

In conclusion I beg to recommend the introduction of Mr. Morell's "Analysis of Sentences," as a substitute for mere syntactical parsing among the elder pupils. The study of this work, and the analysis of sentences on its plan will be found a very useful training for the mind, which cannot be considered to receive a proper development by an exclusive attention to exact science.

It was suggested to me that it would operate greatly to the advantage of the schools and tend to stimulate the pupils to

*Morell's
Analysis of
Sentences.*

*List of ap-
prentices in
order of*

educational
merit.

exertion if a list of the higher boys were published in the several yards arranged in order of merit as they stood at my examinations. I thought the plan deserving of a trial. I accordingly prepared such a list, and sent down copies of it to the masters of the several dockyards. It would naturally happen that, as a general rule, the apprentices of longer standing, especially those attending voluntarily after the completion of their third year of servitude, would occupy the highest positions on this list; and such is the case to a great extent. But there are exceptions; and it is evident that the merit of an individual will depend very much on his period of servitude, as well as the actual place he takes. I propose on a future occasion to improve on the list, by placing opposite to each apprentice's name his year of servitude.

The following apprentices distinguished themselves at my examination:—

H. E. Brown	-	Sheerness.	J. Millard	-	-	Woolwich.
R. G. Clark	-	Devonport.	H. Griffiths	-	-	Chatham.
George Cooper	-	Devonport.	F. Murray	-	-	Woolwich.
W. Phillips	-	Deptford.	Matthias Darton	-	-	Sheerness.
T. B. Johns	-	Pembroke.	T. N. Pack	-	-	Pembroke.
J. H. Bishop	-	Devonport.	W. Collings	-	-	Woolwich.
James Jones	-	Pembroke.	H. Trevena	-	-	Pembroke.
Thomas Chiswell	-	Devonport.	W. Wilson	-	-	Woolwich.
John Rogers	-	Sheerness.	H. Burry	-	-	Portsmouth.
James Lishmund	-	Devonport.	H. Cock	-	-	Devonport.
W. Malpas	-	Portsmouth.	M. Simmons	-	-	Deptford.
G. Pryer	-	Portsmouth.	J. Brown	-	-	Devonport.
E. Beeman	-	Chatham.	S. Warner	-	-	} Deptford.
Edward Lishmund	-	Devonport.	F. Spacey	-	-	
Samuel Hall	-	Devonport.	C. Porter	-	-	Portsmouth.
D. Andrews	-	Portsmouth.	J. Deadman	-	-	Deptford.

Prizes.

The following are recommended for prizes:—

APPRENTICES of Fourth and higher Years of Servitude.

W. Beeman	-	Chatham.	J. Rogers	-	-	Sheerness.
S. Hall	-	Devonport.	J. Millard	-	-	} Woolwich.
T. N. Pack	-	Pembroke.	William Wilson	-	-	
D. Andrews	-	Portsmouth.				

APPRENTICES of Third Year.

George Cheshire	-	Chatham.	W. G. Owens	-	-	Pembroke.
S. Warner	-	} Deptford.	G. Pryer	-	-	Portsmouth.
F. Spacey	-		Matthias Darton	-	-	Sheerness.
George Cooper	-	} Devonport.	Francis Murray	-	-	Woolwich.
Thomas Chiswell	-					

APPRENTICES of Second Year.

J. Wildish	-	Chatham.	S. Motton	-	-	Sheerness.
G. W. Cook	-	Devonport.	Charles Lewis	-	-	Woolwich.
G. Lear	-	Portsmouth.				

APPRENTICES of First Year.

Thomas Jones	-	Chatham.	John Jones	-	-	Pembroke.
J. Deadman	-	Deptford.	James Ingham	-	-	Sheerness.
W. Bone	-	Devonport.				

The following Table shows the state of the dockyard libraries:—

NAME of DOCKYARD.	Total No. of Volumes.	Subscribers.			Annual Income.
		Officers.	Men.	Boys.	
Chatham -	935	20	46	54	£ s. d. 19 0 0
Deptford -	1,230	33	6	21	16 16 1
Devonport -	618	4	2	116	12 16 0
Portsmouth -	2,964	32	160	109	32 11 0 Besides a grant of 20l. from the Admiralty.
*Pembroke -	—	—	—	—	—
†Sheerness -	—	—	—	—	—
Woolwich -	1,329	12	116	64	16 0 0

ROYAL MARINES' SCHOOLS.

These schools consist of six boys', seven adults', and four girls' schools, and are attached to the four divisions of royal marine light infantry, each of which has a boys' and adults' and a girls' school, and to the royal artillery companies, which have two boys' and three adults' schools. Number of schools.

The boys' and adults' schools of the four divisions of light infantry are all provided with masters trained at the Military Training School at Chelsea. The masters of the schools attached to the artillery companies are untrained. There is one trained schoolmistress. Trained masters and mistress.

All these schools labour under the evil of school-rooms far too small for the requirements of the corps. The consequence is that they are not so available generally for the men and their children as might be desired. This evil is aggravated by the circumstance that the rooms at Forton and Woolwich are new, expressly built for the purpose, and admitting of little possibility of enlargement. School-rooms too small.

The boys' school at the Plymouth division is obliged to be

* There is no library at Pembroke.

† The return from Sheerness has been mislaid.

divided into two, meeting in different rooms, and is consequently deprived of the great advantage of being under the constant superintendence and care of the principal master. I hear that great alterations and improvements are about to take place at these barracks, and I trust that the provision of suitable rooms for the boys' and girls' school will not be overlooked. The girls now assemble in a room which was originally intended for other purposes, but was found to be uninhabitable on account of its smoking, and is besides in the most noisy situation of the whole barracks; the band plays every morning during school hours, immediately under its windows, during which performance, as I know by experience, it is impossible to hear a word spoken.

At Chatham, the boys' and adults' school room is larger, but subject to many inconveniences, being very narrow, at the top of a high staircase, and immediately under the roof of the building, exposed to great alternations of heat and cold. The girls' school-room is a mere ordinary room of no great dimensions in the roof of the building where a suitable arrangement of desks or disposition of classes is quite out of the question, and so inconveniently situated as to render any active co-operation on the part of ladies connected with the corps all but impossible. In case of any improvements being made at Chatham Barracks, the requirements of the schools will, it is to be hoped, be adequately provided for.

The misfortune hitherto has been that, in planning new barracks, the provision for school accommodation has been left in the hands of persons utterly unacquainted practically with the conduct and requirements of schools and the proper manner of fitting and furnishing school-rooms. It is to be hoped that this inconvenience will hereafter be avoided.

At all the divisions a room capable of accommodating at least 150 men arranged in groups of parallel desks is required, with at least one class-room. The girls' schools would be much more useful if converted into infant schools, and the school-rooms arranged with galleries, &c. on the approved manner for such schools. The elder girls should be taught during the morning school hours with the boys, and in the afternoon be taught needlework by the mistress. The salary of the mistress is not sufficient to attract properly qualified trained persons to these schools, but would suffice, if they were converted into infants' schools.

The position and pay of the trained schoolmasters require a word of notice. To some extent the regulations of the army establishment have been followed, but with some important variations, and these not at all to the interest of the schoolmasters.

Accommodation required.

Proposal to convert girls' into infants' school.

Position and pay of trained masters, compared with that

In the army, schoolmasters are of three classes, and receive the pay of 4s., 5s., and 6s. per diem respectively, according to their class. Assistant-schoolmasters are paid at the rate of 2s. per diem. All have a distinctive dress; the chief difference between that of a schoolmaster and an assistant is that the former wears stars on his collar, while the latter does not. The rank of all the schoolmasters is above that of all serjeants, except the serjeant-major.

In adapting these regulations to the Royal Marines, but one class of schoolmasters has been created at the lowest rate of pay, viz., 4s. per diem. They are denominated schoolmaster-serjeants and rank with the ordinary regimental serjeants, and their dress is the same as that of the army assistant-masters. The hardship of this latter regulation is very oppressive, for, as each of the divisions is situated in a garrison town, a marine schoolmaster going abroad in uniform is naturally mistaken for an army assistant-schoolmaster, and he suffers unjustly in the respect and dignity due to his office. This, I know, is felt as a degradation, although certainly not meant by the Admiralty to be so. This could be immediately remedied by the addition of the star to the collar.

I would recommend that the trained masters should be classified as in the army; but at first they should be in the lowest class, and remain in it for at least five years, the class to be raised only if the state of the school has been reported of favourably during that period. After attaining the second class the master should in like manner wait for another period of five years before he could attain the first class. In this way the masters would have a most powerful inducement to do their duty zealously and something to fear if they were to neglect it. All these masters are now overtaken; they have no assistance but the very irregular and comparatively worthless services of a corporal or private appointed to this duty by the commandant.

At present the War Department opens their training college at Chelsea to the marines, but for not more than three at one time. In the absence of a more effective system, this is a boon, but it provides the marine corps with schoolmasters very slowly.

When the schools of the Royal Marines are in a more settled state than they are at present, it will be very desirable to organize a system of pupil-teachers to assist the masters and prepare themselves for entry into the Chelsea Training School, on the same terms as regimental monitors. At present the teachers are obliged to resort to the system of unpaid monitors which has never worked well.

of army
school-
masters.

Proposed to
be improved.

Training at
Chelsea.

Pupil-
teachers.

Attendance
at school.

The following table shows the number of adults, boys, and girls attending these schools at midsummer.

Division.	Adults.				Boys aged													Girls aged													Grand Total.
	Non-commissioned Officers.	Drummers.	Privates.	Total.	14	13	12	11	10	9	8	7	6	5	4	Total.	14	13	12	11	10	9	8	7	6	5	4	3	Total.		
Chatham	32	8	32	72	3	3	4	7	8	12	12	9	4	-	-	62	-	2	-	1	4	4	6	8	7	7	6	1	46		
Plymouth	42	9	25	76	2	3	7	11	15	20	20	10	3	-	-	100	-	1	4	2	9	6	10	11	4	3	-	50			
Portsmouth	48	20	36	104	-	3	3	3	3	9	7	11	9	6	-	54	3	-	2	3	2	2	9	8	12	12	12	-	65		
Woolwich	34	10	41	135	-	1	5	2	7	7	11	13	5	7	-	59	-	-	1	5	5	7	3	7	7	2	-	35			
R.M. Artillery:—																															
Head-quarters	35	10	110	153	-	1	-	5	1	2	2	2	-	-	-	13	-	-	-	-	-	-	-	-	-	-	-	-	-		
Fort Cumberland	31	-	94	125	-	-	-	3	2	3	-	2	2	1	2	15	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total	272	57	338	667	5	11	19	31	36	53	61	47	23	15	2	303	3	3	6	7	20	17	32	30	30	19	18	1	196		

Instruction
and methods.

The system of instruction pursued at the boys' school is very similar to that at other elementary schools in the country. Where the room will admit, as at Portsmouth and Chatham, the system of groups of parallel desks has been introduced. At most of the adult schools the instruction consists of writing, reading, and the compound rules in arithmetic. Occasionally here and there some non-commissioned officer or private, especially in the artillery companies, is acquainted with fractions, the extraction of roots, or even the elementary principles of algebra; but these cases are very rare. As a general rule the men are endeavouring to acquire the mere elements of knowledge, and the pains they take, and the patience with which they submit to this toil, are deserving of all praise. It is very gratifying to see, as I did see at Woolwich, men hastening into school immediately on return from a hard afternoon's drill, even in some cases losing their tea, that they may not lose their usual lesson.

Chatham.

Serjeant Kelly has returned to his duties as schoolmaster here from Chelsea. He has re-commenced work with his accustomed zeal, and there is every prospect of the school becoming very efficient.

Miss Coney is continuing her course, and on each successive visit I find some improvement. The children, however, are generally very young, and the school-room very inconvenient.

Plymouth.

Mr. Hector Reid has commenced his duties here as school-master. He brought a very high character with him from Chelsea, and bids fair to do justice to his pupils as far as his opportunities will allow. It is to be regretted that the school-school-room is not larger and better adapted for the purpose.

Miss Olney is continuing to make progress, though slowly. There is much to be done to bring this school up to a state of real efficiency.

Portsmouth.

Mr. Fox has begun to realize the expectations I formed on his appointment. He has commenced by grounding his pupils thoroughly, and making them do well whatever they attempt, even at the sacrifice of some show.

I was much pleased at the improvement in Mrs. Deverell's school which exhibited evident marks of conscientious work. Except a few girls at the top of the school, the children here are generally very young.

Woolwich.

Mr. Avery had just returned from Chelsea and was reorganizing his school. His zeal was always unquestionable, and I saw at Midsummer a great improvement in his method of instruction. He has a very large and attentive adult class, but, unfortunately, a very inadequate room, although a new one built expressly for the purpose. It is quite necessary that something should be done for providing more adequate accommodation. The room was inconveniently crowded with the men who attended on the evening that I visited it.

The girls' school, under Mrs. Fraser, did not exhibit marks of improvement. The elder girls certainly had lately left, and none but the younger and more backward children remained. Mrs. Fraser seems anxious to do her duty efficiently, and under the circumstances it would be unfair to make her responsible for the backward state of her pupils.

ROYAL MARINE ARTILLERY.

The schools belonging to this corps are under the same instructors as they were last year, and I cannot report any material change in their state.

SCHOOLS ON BOARD SHIP.

Besides the schools on board the flagships at Portsmouth and Devonport, I have been instructed to inspect those on board the other harbour ships, two of which, viz., the "Excel-

Schools on
board ship

lent," at Portsmouth, and the "Cambridge," at Devonport, are instruction ships; the remainder are the flagships at Sheerness and the ordinary and steam reserve ships at Sheerness, Chatham, Woolwich, Portsmouth, and Devonport, which carry the ordinary second-class boys.

"Victory,"
at Ports-
mouth.

Of the instruction ships' schools, that on board the "Victory" exhibits the same characteristics as are described in my last report. Lieutenant Robinson continues to exercise the supervision of the boys, with the same mild rule as heretofore, which is stated to be successful.

"Impreg-
nable," at
Devonport.

The school on board the "Impregnable," at Devonport, has improved. More attention is paid to the educational acquirements of the boys entered here than before; while their *physique* will bear comparison with that of boys on board any other ship.

"Excellent."

The school of the "Excellent" seemed to be well-conducted and successful.

"Cam-
bridge."

The schoolmaster of the "Cambridge" had just been dismissed for some misconduct at the period of my visit.

Other ships.

My general impression of most of the other schools was not favourable. Much pains is taken with the boys of the "Royal William," Captain W. J. Williams, who takes much interest in them. The results, however, are not so good as would be the case were the school under the care of a more experienced and able master.

In many of the ships the schools had been much interrupted by the confusion arising from change of ships, and on this account I am unwilling to enter more into detail at present. I shall be better able to offer an opinion on the present system after a second visit.

I cannot, however, refrain from stating that the great bulk of seamen's schoolmasters appear to me very little qualified to give efficient instruction. The qualifications for the office, viz., to be able to read, write, and work questions in arithmetic as far as proportion, are miserably low; and the pay (36*l.* 10*s.* per annum) which is the same as that of a "leading-stoker," and less than that of a first-class petty officer ("continuous service,") insufficient to obtain the services of a better qualified class. These men appear to me to be generally without method, and deficient in those qualities calculated to produce a beneficial effect, moral or intellectual, on a ship's company.

I have the honor to be, &c.

JOSEPH WOOLLEY.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX No. 4.

REPORTS OF HER MAJESTY'S INSPECTORS, ON SCHOOLS
FOR PAUPER AND VAGRANT CHILDREN.

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REPORTS OF HER MAJESTY'S INSPECTORS, ON SCHOOLS
FOR PAUPER AND VAGRANT CHILDREN.

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, E. CARLETON TUFNELL, Esq., on the SCHOOLS OF PAROCHIAL UNIONS, and also on the REFUGES AND REFORMATORIES, inspected by him in the METROPOLITAN DISTRICT.

MY LORDS,

January 1859.

THE chief remark which I have to make with respect to the pauper schools in Middlesex, Surrey, Kent, and Middlesex, relates to the decrease of numbers that has taken place during the past year. This decrease is generally about 20 per cent., and on inquiring the cause of it, the usual answer I have obtained is, that it is owing to the diminution of the price of provisions; the wages of the labouring classes supply them more liberally with the necessaries of life, and thus they are more independent, and make fewer applications to the poor rates.

Decrease of
pauper
schools.

This state of things is of course a matter of rejoicing, though as respects my immediate official duties the children thus emancipated from school are certainly not benefited by the change; they probably in most cases go to no school at all, or to much worse schools than unions afford, at least in London, and hence the effect of a good industrial education in stopping hereditary pauperism is counteracted. However, upon the whole, the advantage of this diminution of pauper children from the cause I have alluded to is much greater than the evil.

I mentioned in my last Report the circumstances under which musical instruction on wind instruments had been introduced into some of the large pauper schools, with the view of preparing the children for enlistment in military bands. This species of industrial instruction has now been introduced into six of the largest schools in the immediate neighbourhood of London, and at present 120 boys are instructed by efficient band-masters in this industrial occupation. It is always a difficult matter to select a trade for

Instru-
mental
music in
pauper
schools.

these establishments, in which the boys may be trained, and which shall most completely answer the object in view,—of fitting them for their future career when turned into the world. Musical instruction certainly seems at present to answer this purpose more thoroughly and quickly than any other business, as after six months' instruction the boys, under good superintendence, are found to read music and play in bands with facility, and are then eagerly engaged in regimental bands, in which they are enlisted for ten years. To ensure success in these arrangements it is absolutely necessary that only such boys as have a natural musical capacity, i.e., who can readily distinguish time and tune, be selected, and the formation of their mouths should be observed, as some lips are unfitted to play on trumpets or other brass instruments with effect, while they are well fitted to clarinets. The decision on these matters, and the choice of the boys, should be left entirely with the band-master, as no one but an experienced musician is capable of giving trustworthy advice on such points, and unless they are attended to failure and disappointment is certain to ensue. At present the six schools I have alluded to can furnish yearly more than 200 musicians to the army bands.

Of course this occupation, if it should become universal, even among pauper schools, would be quickly overdone, but at present there is no fear of such a result, as I have ascertained that were 1,000 boys sufficiently advanced in musical knowledge to play decently in bands they could be taken off by the army in the course of the year. There is a motive of interest for this ready engagement of these youthful musicians, as the bands must in some way or other be filled up, and a vast deal of labour and trouble is saved to the regimental band-masters by appointing to the vacant places youths who have got over all the preliminary difficulties in learning music, and have made some advance in the practice of the art. The increase of the English army in India and elsewhere makes it probable that the demand for military musicians will continue large, and hence it becomes the duty of those who superintend schools not to overlook this source of obtaining a fitting and honest vocation for the children committed to their care. However, I do not think this occupation is suited to small workhouse schools, or to ordinary village schools.

Instruction
in plain
cookery.

I alluded in my last Report to the complaint often made of the female children sent out to service from pauper schools, respecting their ignorance of simple cookery. A novel arrangement had been adopted at the Central London District School, where a room with seven ordinary cottage cookery stoves

had been constructed. At each of these fires two girls are engaged daily, under an experienced cook, in preparing dinners for the resident officers. This plan has answered extremely well, and persons applying for servants often request that one of the girls so trained may be sent to them. It is perhaps unfortunate that during the past year the demand for female servants has been so great that girls have been sent to service before their kitchen training has been continued sufficiently long. However, the experience of these arrangements has been quite sufficient to show their adaptability to the purpose in view, and I can safely recommend the plan as well fitted for ordinary workhouses, though of course the scale would have to be much diminished from that adopted in the Central London School, where there are 1,200 children and upwards of 60 officers. It should be borne in mind that the ordinary workhouse cooking apparatus is not adapted to teach cottage cookery, inasmuch as every article is usually prepared in boilers on so large a scale that there is no similitude between this mode of preparation and that required in small families.

As respects reformatories and refuges, the only remark I have to make is, that those conducted on a small scale, where the numbers do not average more than 40, are generally the best managed, and appear to be most successful in giving new character and dispositions to the children received into them. The reason of the superiority of small institutions obviously is, that in them the family influence, which is by far the most powerful agent in working on the minds and feelings, is most readily brought into play on the inmates. Hence it is to me a matter of doubt whether it would not be desirable to issue a regulation that no schools holding beyond a certain number should be certified under Industrial Schools Act.

Reformatories and refuges, size of them.

I have the honor to be, &c.

E. CARLETON TUFNELL.

To the Right Honorable

The Lords of the Committee of Council on Education.

472 *Union Schools & Reformatories in Metropolitan District.*

Tabulated Reports, by Her Majesty's Inspector of Schools, E. CARLETON TUFNELL, Esq., on the Parochial Union Schools, and also on the Reformatories, inspected by him in the Metropolitan District, in the Year 1858.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
MIDDLESEX.			
Bethnal Green -	110	150	Both boys' and girls' schools are in excellent order, and passed an examination very creditable to their respective teachers.
Brentford -	55	56	Both schools are in excellent order, passed a good examination, and in every way do great credit to their respective teachers.
Clerkenwell -	47	46	The boys are intelligently instructed by the master, and the school is in excellent order. The girls are fairly instructed and well managed in all respects.
Fulham -	42	41	The boys are well instructed and managed, and passed a creditable examination. The girls are moderately well instructed in intellectual matters, but their industrial training is very well managed.
Edmonton -	87	71	The boys' school is well managed in all respects, and the industrial training is well attended to. The girls are moderately well instructed, but, as the results show, are fully taught what is necessary to make them good servants.
Hackney -	53	70	The children in both these schools are in excellent order, and showed, the boys especially, great intelligence in their examination.
Hendon -	24	15	The children in these schools are very fairly instructed and managed, and the establishment (no adult paupers being admitted) presents altogether a very satisfactory appearance.
Holborn -	82	102	The boys' school is in very good order, and passed an examination creditable to the teacher. The girls are in fair order and fairly taught.
Islington -	52	26	The boys' school is, as at former inspections, well managed and taught in all respects. The other children are moderately well taught.
Paddington -	40	33	The boys are well taught and managed, and passed a creditable examination. The girls are moderately well taught. There is a separate infant school of 17 infants.
Staines -	23	37	The girls' school continues, as at former inspections, in good order, and creditably taught by the mistress. The boys' school is in good order and fairly taught.
Stepney -	201	113	This school, which, with 112 infants, contains 426 children, is well managed in all respects. Seven pupil-teachers are engaged, and both these and the children generally do great credit to their instructors.
St. Luke's -	52	54	The children in these schools are fairly taught, and both schoolmaster and mistress appears to do their duty faithfully and efficiently.
St. Giles' and St. George's Bloomsbury.	44	24	The teachers in these schools appear to do their duty as well as could be expected under the circumstances, but an infinite improvement would follow the entire removal of the children from London. The infants, to the number of 79, are well taken care of in a country establishment at Heston.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
MIDDLESEX—cont.			
Strand - - -	80	71	These schools are, as before, in good order, and the children fairly instructed and industrially trained.
Uxbridge - -	27	27	The boys are intelligently taught, and passed an examination, showing diligence and skill on the part of the master. The girls are in good order, and fairly taught.
St. Leonard's, Shoreditch.	94	106	These schools have been somewhat deteriorated by a change of teachers, but they are now progressing more satisfactorily than ever.
SURREY.			
Chertsey - -	43	42	The boys' school is, as I have ever found it, in excellent order and well instructed in every way. The girls are fairly taught and well trained, morally and industrially.
Dorking - -	23	16	This is a mixed school. The children are fairly taught, and engaged in industry, and they appear to get into service rapidly, and keep their places, which is a good test of the efficiency of their training.
Epsom - - -	20	39	These schools continue in as good a state as last year, and both boys and girls passed an examination that reflected credit on their teachers.
Godstone - -	17	12	The boys are in good order, and passed an examination creditable to their teacher. The girls are moderately taught.
Guildford - -	32	50	New buildings have lately been erected for the schools, apart from the workhouse. A considerable improvement in the management of the children has resulted, and they are well trained both morally and industrially.
Hambleton - -	27	20	The boys passed a fair examination. The girls are moderately well instructed.
Lambeth - -	186	138	This school, which, including 86 infants, comprises 410 children, is in excellent order, and is intelligently instructed with the aid of 5 pupil-teachers. The map drawing is particularly well done.
St. Olave's - -	52	53	The boys are in better order and better instructed than I have seen them before. The girls' school continues as before.
Roigate - - -	36	26	The boys are fairly taught every thing usual in schools, except the English language, which is defective. The girls are very fairly taught and trained by the mistress.
North Surrey District School.	294	196	These schools, which, with 120 infants, contain 600 children, are well fitted with every appliance necessary for an industrial school. They are very fairly conducted.
South Metropolitan District School.	365	315	These schools, which, with infants, contain usually not less than 800 children, are among the most successful in my district, as affording a fitting education for children of the lowest class.
St. George Martyr-	182	86	These schools, which also comprise a separate infant establishment of 54 infants, are now located in a magnificent establishment newly built at Mitcham. It is furnished with every appliance for industrial education, and the excellent way in which this department is managed is worthy of all praise.
SUSSEX.			
Battle - - -	35	26	Both schools are in good order and very fairly instructed, more especially the girls' school, which now, as heretofore, does credit to the mistress.

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Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
<i>SUSSEX—cont.</i>			
Brighton - - -	69	36	These schools, which comprise a separate department of 34 infants, are in excellent order. The children passed an intelligent examination, and altogether do great credit to their respective teachers.
Chailey - - -	12	9	The schools are in good order and very fairly instructed, more particularly in industrial matters.
Chichester - - -	19	-	This school is fairly taught all ordinary subjects, the defect being that there is no industrial training. The girls' school is not under inspection.
Cuckfield - - -	27	26	The girls' school is satisfactorily conducted by the present mistress. There was no master in the boys' school at the period of my visit, and the boys are very backward.
Eastbourne - - -	24	24	The children are very fairly instructed in both schools, more especially the girls, and both teachers appear to be diligent in their work.
East Grinstead - -	37	21	Both these schools, conducted in buildings entirely separated from the adult workhouses, are extremely well managed, as is proved by the excellent conduct of the children who have been educated in them.
Hailsham - - -	18	21	The girls' school is, as at former inspections, in good order and very fairly instructed by the mistress.
Hastings - - -	23	20	The boys' school is in good order, and the children intelligently taught and managed by the master. The girls are moderately well taught.
Horsham - - -	24	19	The boys in these schools are in good order and fairly taught, especially in arithmetic. The girls passed a moderately good examination. Their industrial training appears to be well attended to.
Lewes - - -	16	20	The children in these schools are in good order, and very fairly taught and managed.
Midhurst - - -	15	24	The children in these schools are fairly instructed, and their industrial training is well managed.
Newhaven - - -	8	6	The children in this school, a mixed one, are very efficiently instructed by a mistress, who discharges her duties with diligence and success.
Rye - - -	33	16	The boys are intelligently instructed by the present master. The girls are moderately well taught, but there has been much illness among them.
Steyning - - -	14	29	The children in both schools are in good order, fairly taught and passed a fair examination.
Thakeham - - -	22	8	Both schools are in fair order, as at former inspections, and the boys especially are fairly instructed.
Ticehurst - - -	28	25	Both schools are intelligently taught, and evince considerable improvement since my inspection last year.
Uckfield - - -	22	11	The children are very fairly instructed and passed an examination showing skill and diligence in their teachers.
Westbourne - - -	13	15	This school, as at former inspections, is fairly instructed in all ordinary subjects, and well managed on the mixed principle by the mistress.
West Fife - - -	2	5	Owing to illness in the house, the school has not advanced, but considering the circumstances, the children have been fairly instructed.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
SUSSEX—cont.			
West Hampnett	22	21	The girls' school is, as at former inspections, in good order, and the children well instructed in all respects. The boys' school, which has lately changed its master, did not pass so good an examination as last year.
KENT.			
Ashford, East	14	13	The girls' school is as before, fairly taught. The boys' school is in good order, and intelligently taught by the master, who appears diligent and conscientious in the discharge of his duties.
Ashford, West	12	5	These small schools continue as before in fair order, and fairly taught, considering the tender ages of the children.
Aylesford, North	28	36	The boys' school is improved since last inspection, and promises to become very efficient in future. The girls are moderately well taught.
Blean	11	19	The children in these schools are very fairly instructed on the mixed system by a master. They are also trained in industrial pursuits.
Bridge	19	20	The children in these schools are moderately well taught.
Bromley	24	25	Both schools are in excellent order, passed a good examination, and altogether do great credit to their respective teachers. The boys now work in the garden instead of pottle making, to the great improvement of their health.
Canterbury	9	10	Both schools are in very good order and well instructed. The boys' school is improved since my last inspection.
Cranbrook	16	18	The boys are very well taught, and passed an examination showing diligence and skill in the master. The girls are moderately well taught.
Dartford	22	29	The girls' school is in fair order, and, considering the long time during which many of the girls were absent from illness, they passed a tolerable examination. There was no master in the boys' school.
Dover	55	31	These schools, being placed under new teachers, are in better order, and promise much better for the future than at my former inspection. Their industrial and literary instruction is well managed.
Eastry	33	40	The boys passed a satisfactory examination that did credit to their teacher. The girls are moderately well taught.
Elham	30	44	The boys' school is in good order, and the children very fairly instructed. The girls are moderately well instructed but well trained in industry.
Faversham	31	48	Both schools are very fairly conducted by their respective teachers, and the children show by their conduct when they obtain situations that they are well trained.
Gravesend	29	36	The children in both these schools are very fairly instructed, but the boys have no industrial training.
Hollingbourne	31	49	The boys are fairly taught and managed by the present master. The girls are in a backward state.
Maidstone	65	69	These schools, fairly conducted in all respects, are now carried on in new buildings erected for the purpose at some distance from the workhouse, and fitted in every point to carry out an industrial system with success.

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Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
KENT—cont.			
Malling - - -	39	47	The children in these schools are fairly instructed, and the boys especially are much improved in every way since my previous inspection.
Medway - - -	60	80	The children in these schools are very fairly managed and taught, considering the large number that are usually in the establishment, and as tested by the readiness with which they are taken into service.
Milton - - -	15	15	These schools are in fair order, and the children are kept at work, but the intellectual instruction is moderately well given.
Sevenoaks - - -	52	48	Both schools are well managed, are much improved since last year, and do credit to their respective teachers.
Sheppy - - -	24	23	These schools are in good order and well instructed, more especially the boys, who passed an examination very creditable to their teacher.
Tenterden - - -	32	34	Both schools are in fair order and fairly instructed in all ordinary subjects.
Thanet - - -	60	25	These schools, which also contain a separate department of 27 infants, are very fairly managed, more especially the boys, who both by their industry and attainments do credit to the master.
Tunbridge - - -	53	58	The boys are in good order, and passed a very creditable examination, showing diligence and skill in the master. The girls are moderately well taught.
ESSEX.			
Billericay - - -	24	24	The boys are well instructed, and passed a very creditable examination. The girls are in good order and fairly taught.
Chelmsford - - -	41	43	The boys are very fairly instructed, and proved by their examination the skill and diligence of their teacher. The girls are very moderately instructed, though well trained in industry.
Dunmow - - -	29	37	These schools are fairly managed, and the children passed an examination, considering their low ages, showing that their teachers had been attentive to their duties.
Braintree - - -	37	31	The children in these schools are fairly taught, and their industrial training is well managed.
Maldon - - -	28	36	The boys are fairly taught, and considering the short time many of them have been in the school, passed a fair examination. The girls are very moderately taught.
Ongar - - -	19	21	This is a mixed school, managed by a mistress. The children are in very good order, and, considering their tender ages and the frequent changes, they passed a very fair examination.
Orsett - - -	16	16	These schools are well managed, and the children passed a fair examination considering their tender ages.
Rochford - - -	40	39	The boys' school is, as before, in good order, and highly creditable to the master in all respects. The girls' school is much improved since my last inspection, and is now equal to the average.
Romford - - -	42	43	The children are fairly instructed in both schools, and the teachers appear to do their duty with diligence, but there is little or no industrial work for the boys.

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Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
ESSEX—cont.			
Westham - -	58	50	The girls are moderately well instructed. The boys are well managed in every way, and are well instructed both in intellectual matters and industry by the master.
Witham - -	16	21	The boys' school is progressing satisfactorily under a master lately appointed. The girls are moderately well taught, but they appear successfully trained in industry.
St. George's in the East.	175	148	This establishment, which also contains a well-conducted school of 56 infants, is upon the whole well managed, more especially the boys department, which underwent an examination highly creditable to all engaged in the management.
Whitechapel - -	219	230	These schools, with 105 infants, contain 654 children, and are well furnished with every appliance fitted to form a first-rate industrial school. It is well managed in all respects.
HERTFORDSHIRE.			
Bishop's Stortford	31	38	The girls' school, which was in a very bad state at my previous inspection, exhibits signs of great improvement in every department. The boys are very fairly taught, but their progress has been hindered by their being made to work more than the regular hours.
St. Alban's - -	7	15	This school is now conducted on the mixed principle in a more satisfactory way than I have seen it before. When the children are so young as they are here this mixed plan answers extremely well.
Barnet - - -	12	22	A mixed school, in which the children are moderately instructed; but so many have been got into places, which they have kept, since my last visit, that the general training of the children is, by this test, not unsatisfactory.
Hertford - -	11	14	The girls are moderately well taught, but appear to turn out satisfactorily when they obtain places. There was no schoolmaster when I visited the school.
Ware - - -	22	25	The children in these schools are moderately well taught.
Watford - -	31	46	The boys are well instructed, and passed a creditable examination. The girls are fairly instructed, and both they and the boys are well trained in industry.
Bucks.			
Amersham - -	24	30	The children in these schools are moderately well instructed in intellectual matters, and the girls especially are well trained in habits of industry.
Aylesbury - -	25	21	These schools are in fair condition in all respects, and the boys' school especially is improved since my last visit of inspection. A piece of land has been purchased on which the boys are employed.
Eton - -	30	43	The boys are in extremely good order, and passed an examination highly creditable to themselves and their teacher. The girls' school is fairly taught and improved since my last inspection.

REFUGES AND REFORMATORIES.

Name of Refuge or Reformatory.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Spitalfields Boys' Refuge.	100	—	This is a well conducted institution for vagrant and destitute boys, who are taught shoemaking, carpentry, tailoring, and then disposed of mostly in this country, their ages not being great enough for emigration. The buildings are erected especially for the purpose, and are among the best I have seen.
Wandsworth Bridge House Reformatory.	84	—	This establishment, situated in the country in considerable premises, is filled with abandoned children, who are well instructed in carpentry, shoemaking, tailoring, blacksmithery, and a variety of industrial pursuits are also followed. It is extremely well managed, and I have never seen healthier looking children or more assiduous industry.
Spitalfields Refuge for Girls.	—	42	A large building, erected for the special use of this refuge, answers all the purposes of the institution with full efficiency and success.
North West London Preventive and Reformatory Institution.	105	—	This is an establishment which reforms criminals of the average age of eighteen; consequently the labour performed is far more systematic and effective than is usual in reformatories where the inmates are younger. The trades of carpentry, smithery, turnery, printing, polishing, tailoring, and shoemaking are here practised with profit, and I have never seen a more striking scene of diligent industry than these workshops present. As inculcating habits of patient industry is one of the most powerful incentives to honesty and good conduct, the work of reclaiming the inmates proceeds most satisfactorily.
Hackney Trewint Industrial Home.	—	14	These premises are well fitted for an industrial home for girls, and they have hitherto been successfully used for that purpose, but mostly for girls between the ages of fourteen and twenty-one. Every appliance for the benevolent object in view has been provided, and a committee of ladies superintend all the arrangements with ability and perseverance.
Brixton, Grove House Reformatory.	55	—	This is an institution founded on principles similar to the North West London Reformatory, but the chief employment is gardening. The inmates are mostly disposed of as emigrants to America. It has been closed since my visit.
East London Ragged School Shoe-black Reformatory.	70	—	This institution takes up destitute and abandoned boys, and supplies by them one band of the shoe-blacks that may now be seen at the corner of so many streets. Some are employed in shoemaking and tailoring, and an efficient band of wind instruments is also maintained among the children.
Britannia Court Industrial School.	15	—	This is a small establishment intended to clear the streets in its immediate neighbourhood of those children who are running wild and leading the well disposed into mischief. It is efficiently conducted, and is obviously of great use in carrying out the benevolent purpose in view.
Camden Town, Brook Street Reformatory.	14	—	This is a refuge for boys and a ragged school under one roof. From the proofs shown me of the success of those youths who have been turned out from it into the world, mostly as emigrants, I have no doubt of the excellency of the management.
Islington Reformatory.	27	—	Established for the reformation of young boys addicted to crime. It teaches them industry, and, as it appears to me, is exactly the sort of institution that might be certified under the Industrial Schools Act.

Name of Refuge or Reformatory.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Belvedere Reformatory.	18	—	An ably conducted reformatory, which trains youths, chiefly criminal, to the art of fancy box making, in which considerable skill has been attained, so that the profit from the work is considerable. The reforming process has been attended with great success.
Greenwich and Deptford Female Home.	—	20	An excellent institution, supported by the Rescue Society for the reformation of girls of the most degraded class. It is well conducted in all respects, and the average cost per head is the moderate sum of 17 <i>l</i> .
Tottenham Asylum	—	57	This establishment rescues lost girls from the degraded condition to which they have fallen, and, having instructed them in household industry, satisfactorily disposes of them in situations. The intellectual instruction is superior to what I have usually found in such institutions.
Whitechapel Probationary Refuge.	—	20	This is another establishment for fallen girls, maintained by the Rescue Society, and is conducted with its usual efficiency and success. The large number of fifty-seven girls have been got to service from it during the past year, fifteen restored to friends, twenty sent to hospitals, fifteen placed in other homes, twelve returned to workhouses, nine left of their own accord, two dismissed, fourteen re-admitted from service and again sent out to service.
Dover Home for Young Women.	—	22	A very well managed establishment conducted on the same principle as those set on foot by the Rescue Society, with which it is connected. It is well arranged in all respects, and successful in reforming the young women who have been received within its walls.
Bloomsbury and St. Giles Boys' Refuge.	56	—	This institution is now removed to extensive premises in Great Queen Street, where the trades of shoemaking, tailoring, carpentry, fagot making, and cabinet making are carried on with success. It is well managed, but it is to be feared that the extent of the premises may induce the directors to take too many inmates for efficient control.
Bloomsbury and St. Giles Girls' Refuge.	—	37	A remarkably well conducted institution for the reformation of girls. It has sent several to Canada, who have turned out extremely well, and four are now engaged to emigrate to New Zealand.
Southwark House of Occupations.	100	107	An old established institution partly supported out of the funds of Bridewell Hospital. It maintains both boys and girls over thirteen years old, who are in the way to become criminal, and after suitable instruction supplies them with places, the boys generally going to the navy.

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, JOSHUA RUDDOCK, Esq., on the PAROCHIAL UNION SCHOOLS, inspected by him in the SOUTH-WESTERN DISTRICT.

MY LORDS,

Bath, December 1858.

YOUR Lordships' instructional letter of the 8th of November 1858 directs me to report upon the state of industrial and workhouse schools in my district, so far as it may be gathered from facts connected with the inspection of schools up to the 31st August 1858. It is difficult to separate impressions derived subsequent to that date with any minuteness from those acquired previously. My Report, therefore, will be based upon the general knowledge I have obtained up to the present date, which fortunately includes a survey of the whole district, having been able to visit, prior to the present time, every school under my superintendence.

I have consequently appended two tables, comprising all the information I have commonly been in the habit of furnishing (Tables A and B) relative to the statistics of the schools.

For the purpose of reporting, the 31st of August is an inconvenient date for the close of the year's inspection of workhouse schools, inasmuch as it does not coincide with the poor law year (ending 25th of March), upon which all our calculations must be based.

I am therefore unable to give the garden accounts of various unions (except some few received too late for last year's report), the publication of which I have hitherto found productive of the most beneficial results.

Leaving for the present the question of district schools, I propose taking the subjects of my Report in the following order :—

- School buildings.
- Apparatus.
- Classification.
- Teachers.
- Industrial training.
- Out-door pauper children.
- District and reformatory schools.
- Pupil-teachers.
- General considerations.

I have been much struck with the many instances I have noticed of improvement being made or attempted in the various schools which I visit. There can be no doubt that the general feeling favourable to rational education is producing beneficial effects beyond those which it is in the power of Her Majesty's inspector to procure by direct suggestion. Something may be attributed to passing conversation and written recommendations, and much also to the influence of the published reports; but I do not think that so many improvements would have been made if it had not been that the public mind generally had been awakened to the importance of rational education even for the poorest. There are blots in the district in point of school accommodation, but there are very few where some effort has not been made to improve what existed formerly; boarded floors have been substituted for stone or brick flooring in almost every girls' school; greater attention is paid to warmth and ventilation; in many unions covered places for play have been provided; and either by the guardians or by some benevolent individual in the neighbourhood various means and appliances for recreation have been established. A general effort is apparent to make school buildings more effectually separate from the portion of the house appropriated to the adults. I think that it is the wish of most boards of guardians to render that separation complete within the same walls, and I have noticed various instances where considerable expense has been incurred in order to effect it.

The best instance I can give is that of Alverstoke in Hampshire, and I have no hesitation in ascribing the improvement there made to the effect of the industrial grants. All the girls under 16 (and at the date of my visit 5 between 16 and 19) were in a separate building adapted exclusively for their use; they were cut off entirely from association with any other of the female inmates of a Gosport poorhouse, and probably will now be able to earn their own living respectably.

My province does not extend absolutely to the sleeping arrangements provided for the children, but as bearing upon their moral training I have always taken an interest in seeing what provision really was made for effective supervision.

In this respect much has been done, and the children are under the eye or within the hearing of their teachers in the generality of cases.

The internal accommodation for the teachers themselves has also greatly improved within the last 10 years. I have never failed, whenever opportunity offered, to impress upon the minds of the guardians that as the teacher's life is wholly spent

within the walls of the workhouse, and does not partake of those breaks and relaxations which fall to the lot of the ordinary village school teacher, his domestic comfort is of more importance, perhaps, than the actual amount of money salary paid to him.

No good teacher will remain in an unpleasant situation for any length of time, whatever may be the amount of his salary.

I believe that every one of the teachers in my district has now a separate bed-room, more or less commodious, and in the majority of cases either a sitting-room, or something in lieu of it.

There is one point, however, in connexion with workhouse school buildings, which is still open to great improvement, and that is in the sick wards. In every case there is ample provision for the physical care and comfort of the children, but in too many instances they have free and uncontrolled communication with the adults in these wards.

In fact there are very few unions where there are distinct children's sick wards, except in name.

I need not point out all the evil which must result from the intermixture of adults and children in the same sick ward.

The ailments of the latter are often of a light nature, but which necessitate their withdrawal from the school, and in the sick ward they have no employment but to listen to the conversation of those with whom the less the children have to do the better.

I have had it as a frequent complaint from school teachers that they have found it difficult to keep children free from certain cutaneous complaints and other accidents incidental to a workhouse, owing to the attraction of the sick wards, where the latter know they will be sent to be cured; they therefore often inoculate each other, and as these ailments do not entail any loss of diet, but rather the contrary, there is no drawback to set against the relief from the school routine.

Many judicious masters of workhouses retain the children in their own ward for such slight ailments. This is the exception, however, rather than the rule, and is contrary to the regulations.

^apparatus.

Speaking generally, the state of the apparatus in all the schools of my district is satisfactory; but there is one remark has forced itself upon me this year, which is, that, except in rare cases, where there is a more than usually neat and methodical teacher, there is greater waste and destruction in the books, slates, copy books, &c. than I have seen in such village schools as have fallen under my notice. Whether this may

arise from the children not having a property in the books, &c. they make use of, or whether it may arise from the tendency to wastefulness inherent to pauperism, is difficult to determine, but the fact exists.

The guardians for the most part supply liberally what is required, but I cannot say that either teachers or children take sufficient care of what is confided to them.

Parallel desks are still gradually supplanting the old form in use; all the new school-rooms, such as at Alderbury and Blandford, &c. &c., are supplied with them, and in many old school-rooms they have been substituted for the flat tables, and desks against the wall. The size and shape of some school rooms, however, render it impossible to recommend them in every case.

Very great improvement has taken place in respect to the classification of children, and, except in the sick wards, as before alluded to, and when the girls are employed in the common kitchen of the house, I do not believe that much intercourse between the children and the adults habitually takes place. All parties are more alive to the necessity of complete and entire separation. Many of the alterations in the school buildings, of which I have before spoken, have been set on foot in order to attain this object. One baneful practice is gradually dying out,—that of employing the elder girls in the able-bodied female wards for the purpose of nursing the younger children while the mothers are at work. Classification.

I wish I could say the same of the practice of employing the children in the common kitchen of the house. I spoke of this in my Report of last year, since which many governors and matrons of workhouses have confirmed the correctness of my views. But there is another evil to which I alluded last year, and which continues in full force, and is even extending, and to which indeed I see no remedy. Owing to the small number of women capable of work now to be found in the different unions, a very large portion of the domestic work incumbs upon the girls. Bed-making, scrubbing, washing, &c. &c., not only for themselves but for the boys and the adults, fall to their share, to the loss of their school instruction.

As this work is usually performed in the morning, and the afternoon school hours are devoted to needle work, they entirely lose the opportunity of school instruction.

The amount of needle work exacted, almost I may say of necessity, has in some cases made it imperative for the school-mistress to set apart one whole day for that purpose.

Saturday is invariably a dies non. Walking exercise, and divine service one day at least in the week, go on as usual.

In these cases, therefore, the real school hours are practically only 12 hours a week instead of 18.

Classification is more accurately observed as regards the boys than the girls. I was at one time fearful that the extension of out-door industrial training might lead to greater admixture of the men and boys. Such, however, I have not found to be the case. Many of my visits this year were unexpected, but I have never in any place found men and boys working together. It occasionally happens, however, that where trades have been introduced under paid instructors advantage has been taken of this to teach some crippled adult that might be in the house tailoring or shoemaking.

I have never raised any objection to this practice, as the paid instructor is always a respectable man, and responsible that no evil should occur.

Teachers.

The entire number of changes among the teachers has been 54, being less than last year, viz. :—

27 masters.

27 mistresses.

And there have been fewer removals through incapacity than in any previous year.

I will not again enter into all the objections which I entertain to the plan of basing a portion of the teacher's salary upon the average number of children under his care. In previous reports I have given my reasons so fully and repeatedly that it would be only taking up unnecessary space were I to renew them here.

I will but re-state my continued conviction that it is the greatest mistake committed in connexion with workhouse schools.

Industrial training.

Greater progress is to be noticed in the industrial training of the children during the past year than I have been able to report previously. I have more generally found that the attention of the guardians has been directed to fitting them for their future occupations, instead of, as heretofore, simply requiring a certain amount of work in the house to be performed. One of the constant evils to which all public institutions, such as workhouses and those analogous to them, are subject, is that the work which must necessarily be performed is constantly put forward as a means of training, while the reality is that that work must be done, either by the inmates or by paid assistants; the latter would in many cases be preferable, but the readier and cheaper method is usually adopted; viz., employing the inmates.

In this respect I have found a change in the views of many connected with pauper education. Greater stress seems to be

laid upon the principle that the child should feel that the physical work he has to perform is, equally with the school work and religious training, a portion of that education which is to enable him to earn his own living; that in fact the tasks exacted from him are not for the benefit of the school managers, but for his own.

There is a continuous increase of out-door industrial employment for boys, by means of renting land, and employing paid agricultural superintendents.

The effect of your Lordships' decision to repay the salaries of these instructors has tended greatly to improve the industrial training of the workhouses in my district.

The garden accounts which I may receive for the poor law year ending Lady-day 1859 will in some future report show the progress that has been made in this respect; and I append 7, received too late to be forwarded last year, confirming that view. I continue to regard the want of uniformity in the plan of these accounts as a serious drawback to their usefulness.

I am not aware that the Act 18th and 19th Vict. c. 34. ^{Out-door pauper children.} has been brought into operation in any portion of my district.

I have this year visited the undermentioned schools:—

Reading and Wokingham	-	} District
Farnham and Hartley Wintney	-	
Pennywell Lane, Bristol	-	} Industrial
Sutcliffe, Bath	-	
Cowley (Oxford Union)	-	

District industrial and reformatory schools.

and—

Devon	-	} Reformatory Schools.
Berks	-	
Hants	-	
Dorset	-	
Wilts	-	

The two district schools are working very well; and that of Farnham and Hartley Wintney, at Crondall, of which I was compelled to speak unfavourably last year, has quite regained its lost ground. Both, however, feel the effects of the lower average age of the children, which renders the duties of all concerned with them more onerous, especially as regards industrial training. I think that it is doubtful whether the extension of district schools in purely agricultural districts is possible; population is so scattered, and pauperism in a cycle of years subject to so great a fluctuation, that the scheme of work which is suited for one period is carried on with extreme difficulty at another.

At the Pennywell Lane School, owing to the absence of the secretary when my notice arrived, the managers were not present, and I could not obtain all the general information I should have derived, but I have every reason to believe that it is working successfully.

At the Cowley School, belonging to the Oxford Incorporation for the Poor, there is disagreement among the guardians as to the policy of continuing the establishment. While this is the case the school cannot be successful, and in fact there are only the dry bones of routine,—not the inward life and spirit.

The Sutcliffe School is in a most excellent condition, and is productive of much good. I regret, therefore, that it will not profit so much as heretofore by your Lordships' grants, funds being much needed.

Four of the reformatory schools are in a satisfactory state; of the fifth (Berkshire) I cannot speak favourably; probably the change in the superintendent may be productive of good.

In all, the school or purely intellectual instruction is subordinate to the industrial work; moral and religious training pervading the whole.

I should class the Hants Reformatory at the head for field and other industrial work, and Wilts for the school instruction, neither being deficient in the other branch.

Again, this year, I have found that very few boys (seven) are in them who have been brought up in workhouses; three of these were in the Dorset Reformatory, and came from two workhouses which to my knowledge are very ill-managed in respect to the children.

The success of these schools in disposing of the children when the term of their sentence has expired has hitherto been fairly satisfactory, but the difficulty of the problem is beginning to press itself upon the managers, owing to the greater number of boys who are becoming disposable. Emigration and the sea are the readiest means, but for these purposes funds are not always at hand. Of the majority of those that have been liberated, the general conduct, as far as I could ascertain, has been good.

Pupil-
teachers.

The total number of pupil-teachers in my district is diminishing, partly owing to the fall in the average number of scholars in some schools, partly to the difficulty of supplying the place of those who leave, there not being candidates of an age to be eligible.

All of those who have left in previous years are, I believe, doing well, and I am not aware of any having left the profession.

Those who are still under engagement have proceeded steadily and satisfactorily during the past year, and the schools in which they are employed rank among the best in my district.

Five have completed the term of their engagement this year, and I confidently anticipate for them the same success at the training schools that their predecessors have had.

The two Tables I have sent herewith give respectively—

Table A.—The total number of children borne on the workhouse books on the day of my visit, according to the Poor Law classification:

Table B.—The total number of children borne on the school books.

General
considerations.

From Table A. it results that there were 7,585 children of school age.

From Table B. there were 7,059 actually receiving instruction, leaving a balance of 526 who do not attend school. These are made up, first, of the children too young physically for any schooling; these form the great majority; secondly, of a few who are permanently incapacitated by disease, such as idiocy, scrofula, &c., and a very small number whom it has been considered expedient to transfer to the able-bodied wards.

Comparison with former years will show that this number (526) is less in proportion than it has been.

In Table A. 1,161 are returned as not being in school on the day of inspection. This is made up of the above number of 526 and 635, who, although borne on the school books, were either ill or at work on that day.

This year the number at work on the day of my visit has been larger than usual, because, owing to the increase of field labour, in many instances, I have wished to see schools following their ordinary routine, instead of having the whole number into the schoolroom for examination.

On comparing the year 1858 with the years 1853 and 1854 I find that the proportion which the children bear to the whole number of in-door paupers has increased.

The numbers are—

Years.	Children, inclusive of Infants.	Total Number of In-door Paupers.	%
1853	8,074	16,816	48
1854	9,448	19,296	49
1858	8,380	17,523	54

It will be remarked, that although the proportion has varied, the aggregate number of children has not increased. It is slightly more than in 1853, and upwards of 1,000 less than in 1854. Pushing the comparison further, *i.e.*, with last year, I find that in 1857 there were 7,585 children on the school books. This year there are but 7,059.

The mean age of the children in school also continues steadily falling. I have found many schools in my district scarcely more than infant schools. This diminution in number and age must not be regretted. It shows that the elder children more readily obtain employment, and retain it more permanently. I have noticed with great interest this improvement in returns made to me from some of the larger unions.

In conclusion, my Lords, I will say, that although education in the workhouse is not all that could be wished, yet very great progress has been made, and now that the interest of influential persons connected with the unions seems to be more generally excited, I do not despair of still greater amelioration.

I have the honor to be, &c.

JOSHUA RUDDOCK.

To the Right Honorable

The Lords of the Committee of Council on Education.

SUMMARY 1858.

A.

Total Unions in the County included in the District.	Number of Unions included in the Return.	COUNTIES.	Number of Children on W. H. Books.							Total Number of Innates in each W. H. Children to Total Number.	Number of Children receiving Instruction.				Not in School.	
			Boys.		Girls.		Infants under 2.	Total.	Boys.		Girls.	Infants.	Total.	Infants under 2 Years.	Others.	
			2 to 9.	9 to 16.	2 to 9.	9 to 16.										
12	10	BREKS . . .	182	200	126	215	37	700	1,440	—	324	281	—	603	37	118
1	1	BUCKINGHAM . . .	31	37	23	47	12	150	269	—	45	40	28	113	12	25
13	12	CORNWALL . . .	182	96	196	145	110	729	1,397	—	240	287	—	527	110	92
20	18	DEVON . . .	338	258	274	173	159	1,202	2,891	—	514	374	—	888	169	155
12	11	DORSET . . .	98	81	95	82	43	404	822	—	155	160	—	315	49	41
2	2	GLOUCESTER . . .	115	114	90	123	33	489	1,259	—	112	124	103	345	33	111
29	21	HANTS . . .	378	367	338	321	121	1,525	3,600	—	612	479	94	1,185	121	219
8	8	OXFORD . . .	104	102	87	148	42	573	1,112	—	228	183	—	411	42	120
17	17	SOMERSET . . .	373	347	324	250	130	1,424	2,859	—	584	461	52	1,097	130	197
18	17	WILTS . . .	209	175	220	155	103	862	1,674	—	356	345	—	701	103	58
132	117		2,010	1,867	1,782	1,664	795	8,118	17,523	54%	3,170	2,734	283	6,187	795	1,136
—	2	DISTRICT SCHOOLS . . .	40	96	46	80	—	262	—	—	134	103	—	237	—	25
132	119		2,050	1,963	1,828	1,744	795	8,380	17,523	—	3,304	2,837	283	6,424	795	1,161

SUMMARY 1858.

B.

COUNTIES, &c.	BOYS' SCHOOLS.						GIRLS' SCHOOLS.						MIXED SCHOOLS.													
	Under 7.	7 to 9.	9 to 12.	Over 12.	Total.	Admitted.	Dismissed.	Average.	Under 7.	7 to 9.	9 to 12.	Over 12.	Total.	Admitted.	Dismissed.	Average.	Under 7.	7 to 9.	9 to 12.	Over 12.	Total.	Admitted.	Dismissed.	Average.		
BERKSHIRE	37	68	87	63	255	238	239	275	102	60	120	83	365	419	426	364	5	10	4	7	26	19	15	23		
BUCKS (Wycombe)	2	11	22	14	49	48	48	52	—	5	16	21	42	48	48	40	—	—	—	—	—	—	—	—		
CORNWALL	41	47	37	15	140	121	144	141	94	49	41	26	210	198	218	201	97	52	55	37	241	204	192	223		
DORSETSHIRE	72	127	173	61	433	407	478	444	206	88	115	38	446	610	607	448	43	15	28	16	102	123	135	108		
DEVONSHIRE	7	9	7	18	41	31	17	46	12	8	17	2	39	33	42	42	84	59	69	35	247	360	375	277		
GLOUCESTERSHIRE	1	45	62	46	154	102	123	142	—	35	79	50	164	118	124	148	124	—	—	—	134	200	221	134		
HAMPSHIRE	64	126	172	114	476	354	343	471	136	108	164	114	522	354	346	503	94	54	79	55	282	339	345	291		
OXFORDSHIRE	14	52	84	61	211	166	140	213	51	38	49	53	191	263	261	203	27	19	17	12	75	81	67	70		
SOMERSETSHIRE	78	130	190	129	527	441	447	516	172	111	147	80	510	544	621	550	106	47	32	6	191	266	280	192		
WILTSHIRE	17	21	45	37	120	157	177	113	74	31	86	24	165	281	232	148	140	96	133	80	449	511	865	470		
DISTRICT SCHOOLS	333	636	879	558	2,406	2,065	2,156	2,418	846	533	784	491	2,654	2,968	2,945	2,647	720	352	417	248	1,787	2,403	2,515	1,793		
	12	24	35	61	182	75	60	130	28	31	42	29	130	87	70	127	—	—	—	—	—	—	—	—		
	345	660	914	619	2,538	2,140	2,216	2,548	874	564	826	520	2,784	2,955	3,015	2,774	720	352	447	248	1,787	2,403	2,515	1,793		
Grand Total.—Boys' schools									2,538									2,538								
Girls' "									2,784									2,784								
Mixed "									1,737									1,737								
									7,059									7,059								

AXMINSTER.

SIR,

Union Workhouse, 20 May 1858.

I BEG to lay before you the information requested by circular letter of the 16th March, also a statement of the produce of the Workhouse garden.

J. Ruddock, Esq.

I am, &c.
(Signed) ROBERT ORLEY.

Query 2nd.— $\frac{3}{4}$ acre.

" 4th.—Consumed in the workhouse.

" 5th.—Provision account.

" 6th.—Average 8 boys, and apart from the adult paupers.

" 7th.—The boys are under superintendence of the schoolmaster.
No agricultural instructor.

GARDEN ACCOUNT for the Year ending Lady Day 1858.

Dr.			Cr.		
		£ s. d.	£ s. d.		
Seeds, 2 oz. brocoli	-	0 2 0	43 bags potatoes, at 6s.	-	12 18 0
" 1 oz. cabbage	-	0 1 4	980 lbs. parsnips, at $\frac{1}{4}d.$	-	2 4 0
" 8 oz. orange turnip	-	0 2 0	1,340 lbs. cabbage, at $\frac{1}{4}d.$	-	2 15 10
" 8 oz. snow ball turnip	-	0 2 0	720 lbs. turnips, at $\frac{1}{4}d.$	-	1 10 0
" Parsnip	-	0 3 0	200 lbs. carrots, at $\frac{1}{4}d.$	-	0 8 4
" Carrot	-	0 2 0	200 brocoli	-	0 8 4
" Beans	-	0 0 8	600 plants	-	0 3 0
" Peas	-	0 1 4	Leeks, winter greens, beans, peas,		
Repairs of tools	-	0 10 3	and other vegetables	-	2 10 0
Wear and tear of tools	-	0 5 0			
		1 9 7			
Balance for profit	-	21 3 11			
		£ 22 13 6			£ 22 13 6

Put in service 9 boys and 8 girls during the year.

BRADFELD.

SIR,

13 May 1858.

In accordance with your request, I transmit to you a copy of an account of the receipts and expenses in connexion with the workhouse garden.

The quantity of land under cultivation is eight and a half acres.

Nature of produce:—potatoes, parsnips, cabbage, carrots, onions, swede turnips, mangold wurzel, barley, beans, rye, grass, and lucerne.

Which is disposed of as follows:—Vegetables used in the house; barley, beans, and small potatoes consumed by the pigs; swede turnips, wurzel, rye, cabbage, carrots, parsnips, grass, and lucerne consumed by the cows.

The value is charged to the master's day book to the provision, pig, and cow accounts.

The average number of boys employed on the land is 20, and they are kept apart from the adult paupers as much as possible.

An agricultural instructor is kept, to be with the boys when at work on the land, under the superintendence of the master of the workhouse.

Trusting that these answers will be satisfactory,

J. Ruddock, Esq.
Her Majesty's Inspector of Schools.

I have, &c.
(Signed) JAMES HOARE,
Governor.

LAND AND STOCK ACCOUNT from Christmas 1856 to Lady-day 1858.
Land under cultivation, 8½ acres.

DR.

CR.

Land Account.

	£	s.	d.		£	s.	d.
Value of tools and implements on hand	14	7	6	12 tons 14½ cwt. Swedes, 10s.	6	2	3
Value of manure on hand	5	12	6	18 tons 17½ cwt. mangolds, 10s.	11	18	9
Cost of new tools and implements	8	8	8	4 tons 16½ cwt. carrots, 20s.	4	16	9
Cost of seeds	15	15	11	3 tons parsnips, 35s.	5	5	0
Cost of seed potatoes	14	17	7	7½ bushels peas, 6s.	2	5	0
Cash paid for killing moles	0	4	0	43¾ bushels potatoes	62	1	9
Mr. Benyon, rent of 5½ acres of land	24	15	0	331 cwt. cabbages, 15s.	12	8	3
Estimated rent of workhouse land	4	6	0	225 cwt. grass, 15s.	8	8	9
Value of manure from the cows	19	13	9	6 sacks barley, 20s.	6	0	0
Value of manure from the pigs	16	14	3	32 cwt. hay, 4s.	6	8	0
Seed potatoes from store, 29 bushels	3	17	3	Vegetables for soup	3	18	0
Value of crops in the ground at the commencing of this account	3	0	0	Value of manure on hand	36	8	0
	£131	12	5	Value of plants, seeds, and seed potatoes on hand	14	0	0
Balance	68	19	1	Value of tools and implements on hand	20	11	0
	£200	11	6				

DR.

Cow Account.

CR.

	£	s.	d.		£	s.	d.
Value of stock in hand (2 cows)	31	10	0	To 13,790 quarts milk	113	16	3
Value of manure on hand	2	5	0	" 575½ lbs. butter	34	6	10
Ditto dairy utensils	1	15	0	" 4 cows sold	53	0	0
Cost of new dairy utensils	5	0	0	" 5 calves sold	9	0	0
By hay, swedes, mangold, carrots, parsnips, cabbage, grass, grains, corn, and straw, as per book	95	12	0	" Value of manure	21	18	9
Cost of 3 cows and 3 calves	60	15	0	" Value of dairy utensils	6	0	0
Cost of 2 cows and 2 calves	47	0	0	" Value of 3 cows	60	0	0
Veterinary surgeon's bill	4	3	0				
	254	0	6				
Balance	44	1	4				
	£298	1	10				

Pig Account.

	£	s.	d.		£	s.	d.
Value of stock in hand	40	1	6	To 3,243 lbs. bacon for use of the house	127	9	7½
To cash for 12 pigs	25	16	6	" 262 lbs. lard	10	9	6
By corn, straw, swedes, mangolds, acorns, cash paid for killing pigs, &c., as per book	226	8	5	" 279 lbs. souse	4	12	0
	292	6	5	" 35 pigs sold	35	16	0
Balance	18	5	4	" 11 roasting pigs sold	2	15	4½
				" Estimated value of 44 pigs	99	0	0
				" Value of food in hand	5	0	0
				" Value of 300 lbs. bacon	8	15	0
				" Value of manure	16	14	3
	310	11	9				
					£310	11	9

General Summary.

	£	s.	d.
To balance of Land Account	68	19	1
Ditto Cow ditto	44	1	4
Ditto Pig ditto	18	5	4
	£131	5	9

BRIDGWATER.

SIR,

Bridgwater Union, 22 May 1858.

IN reply to your letter of the 16th March last, I beg to state, in reply to the questions therein submitted—

	£	s.	d.
1. Produce of land from Lady day 1857 to Lady day 1858, value -	79	8	3
Mangold wurzel, 1 ton -	0	15	0
Potatoes, small, consumed by pigs, 3 tons -	9	0	0
Total -	£89	3	3

2. Quantity of land under cultivation?—3 acres.

3. Nature of produce?—Potatoes, carrots, parsnips, cabbage, and onions.

4. Consumed in the house.

5. How disposed of?—Debited to provisions' account, and credited to common charges.

6. Eighteen boys on the average are employed in cultivating the land.

7. There is a special agricultural instructor employed.

	£	s.	d.
The land rented is 2½ acres, annual rent -	20	0	0
Land, property of the guardians, ½ acre, value -	5	0	0
Rates and taxes, about -	2	0	0
Seeds, potatoes, and other seeds -	10	0	0
A small quantity of manure -	1	0	0
	£38	0	0

In consequence of two changes in the office of master during the year, I am not enabled to give you the account so fully in detail as I could wish, but hope under the present management to give it more complete at the end of the present year.

J. Ruddock, Esq.

I am, &c.
(Signed) ROBERT UNDERDOWN, Clerk.

FALMOUTH.

SIR,

Falmouth Union, 11 May 1858.

IN reply to your letter of the 16th March last, we beg to transmit the inclosed information.

We are, &c.
(Signed) E. A. BULLMORE.
JAMES PHILLIPS.
THOS. MORCOM.
MATTHEW A. DOBLE.

J. Ruddock, Esq.

GARDEN AND PIG ACCOUNT.

DR.

Garden Account.

CR.

1857.—October to 13 December.

	£	s.	d.		£	s.	d.
To paid for netting - - -	0	1	0	By received for vegetables sold (and paid treasurer) - -	6	18	1½
„ for seeds - - -	3	0	7	Potatoes consumed in the house by paupers - - -	7	19	3
				Ditto by officers - - -	1	11	8½
				Other vegetables: By paupers - - -	4	5	8
				By officers - - -	0	7	7
	£3	1	7		£21	2	3½

Quarter ended Christmas 1857.

	£	s.	d.		£	s.	d.
To paid for plants - - -	0	5	7½	By received for, and paid treasurer, vegetables sold - -	3	17	4
„ for potatoes - - -	-	-	-	Potatoes consumed in the house: By paupers - - -	7	14	9
„ for seed and carriage - -	6	3	9	By officers - - -	1	6	5
„ ploughing in potatoes - -	0	15	0	Other vegetables: By paupers - - -	3	12	8
„ 3 load of lime - - -	0	4	6	By officers - - -	0	7	2
„ drawing manure - - -	0	2	3		£16	18	4
	£7	11	1½				

Quarter ended Lady-day 1858.

Pig Account.

	£	s.	d.		£	s.	d.
To value of 25 pigs in store - -	26	0	0	By 15 pigs sold, and paid treasurer - - -	11	16	4
Paid for thirds flour - - -	4	7	0	Value of 10 pigs in store - -	31	3	0
Do. for grains - - -	0	17	6				
Do. for barley and grinding - -	0	14	6				
Profit - - -	11	0	4		£42	19	4
	£42	19	4				

Quarter ended Christmas 1858.

	£	s.	d.		£	s.	d.
To value of 10 pigs in store - -	31	3	0	By pig killed, and consumed in the house - - -	11	7	1½
Paid for thirds flour - - -	4	3	0	Received for 3 sows March 2 (Mem.) - - -	0	6	0
Do. for sharps - - -	0	10	0	Farrow of pigs 8. Value of 17 in store - - -	25	4	0
Do. for grains - - -	0	8	4		£36	17	1½
Do. for killing pig - - -	0	2	6				
Profit - - -	0	10	3½				
	£36	17	1½				

Quarter ended Lady-day 1859.

At a Meeting of the Agricultural Committee held at the Union House on the 24th March 1858.

Present :

Messrs. Bullmore, Phillips, Morcom, and Doble.

A letter from Mr. Ruddock, Inspector of Schools, dated 16th March 1858, asking information relative to the cultivation, &c. of the land attached to the workhouse, was read, and considered; and it was resolved to transmit the following answers to the questions put to the guardians :—

1. (See annexed sheet).
2. About 5 acres of land under cultivation.
3. The land produces potatoes, turnips, and other ordinary kitchen garden stuff.
4. The workhouse is supplied with vegetables, and the surplus is sold.
5. Charged in the garden account (common charges of union).
6. The boys are occasionally employed in the garden in such numbers as circumstances require; they generally work with the adult paupers.
7. The work is superintended by the master of the workhouse.

PENZANCE.

SIR,

Penzance Union, 3 June 1857.

I HEREWITH send you copy of questions contained in your letter to me of the 2d March last, relative to the land attached to this union workhouse, together with answers to them, as requested.

I am, &c.

J. Ruddock, Esq.
Her Majesty's Inspector of Schools.

(Signed) E. W. RODD, Clerk,
per F. Trounson, jun.

QUERIES.

1. A detailed account of the gross receipts and expenditure?
2. Quantity of land under cultivation?
3. Nature of the produce
4. How disposed of? whether sold, or consumed in the house?
5. If consumed in the house, how charged?
6. Whether the boys are employed on the land? How many? and whether they work with or apart from the adult paupers?
7. Whether there is a special agricultural instructor? and if not, how the field work is superintended?

ANSWERS.

See particulars on other side.

About 2½ acres.

Cabbage, brocoli, turnips, carrots, leeks, potherbs, and potatoes; also grass and hay for horse.

Consumed in the house; hay and grass by horse, refuse garbage by pigs.

Charged daily as consumed, unless it be potatoes, when the quantity and value are ascertained, and carried to stock.

Yes; seven, who have about 40 acres of land, which they cultivate apart.

No; the porter, who is an experienced agricultural labourer, superintends the whole. The boys, however, are under the immediate control of the schoolmaster.

ACCOUNT OF RECEIPTS AND EXPENDITURE for Three Years,
ending 25th March 1857.

Dr.

Cr.

Half-year ending 29th September 1854.

	£	s.	d.		£	s.	d.	£	s.	d.		
Seeds and plant	-	6	7	6	Vegetables	-	9	15	0			
Balance of profit carried to com-					Potatoes	-	5	0	3			
mon charges	-	12	13	3					14	15	3	
					Vetches and grass	-			3	0	0	
					Profit on pigs	-			1	5	6	
	£	19	0	9					£	10	0	9

Half-year ending 25th March 1855.

	£	s.	d.		£	s.	d.	£	s.	d.		
Seeds and plant	-	7	18	0	Vegetables	-	12	10	6			
Balance to common charges	-	8	5	6	Potatoes	-	2	3	0			
								14	13	6		
					Barley	-		1	10	0		
	£	16	3	6					£	16	3	6

Half-year ending 29th September 1855.

	£	s.	d.		£	s.	d.	£	s.	d.		
Seeds and plant	-	4	15	6	Vegetables	-	11	1	0			
Guano	-	2	7	3	Potatoes	-	3	15	0			
Labour	-	0	19	3					14	16	0	
Tools	-	0	8	7	Hay	-	2	5	0			
Balance to common charges	-	9	16	5	Grass and vetches	-	1	6	0			
									3	11	0	
	£	18	7	0					£	18	7	0

Half-year ending 25th March 1856.

	£	s.	d.			£	s.	d.				
Seeds and plant	-	6	9	9	Vegetables	-	12	7	0			
Shovels	-	0	13	9	Potatoes	-	1	12	0			
Repairing tools	-	0	7	6					13	19	0	
Carriage of earth	-	3	9	0	Turnips and grass for horse	-			1	0	0	
Balance to common charges	-	3	19	0								
	£	14	19	0					£	14	19	0

Half-year ending 29th September 1856.

	£	s.	d.		£	s.	d.	£	s.	d.		
Horse hire	-	0	15	0	Vegetables	-	11	12	6			
Tools	-	0	3	2	Potatoes	-	3	7	0			
2 pigs	-	3	1	6	Pork	-	2	13	11½			
Bran	-	0	13	0					17	18	5½	
Seeds	-	5	12	5	Grass, barley, and hay	-			8	14	0	
Balance to common charges	-	16	7	4½								
	£	26	12	5½					£	26	12	5½

Half-year ending 25th March 1857.

	£	s.	d.		£	s.	d.				
Seeds	-	5	2	4	Vegetables	-	12	6	0		
Repairing garden pump	-	0	18	0	Grass and turnips	-	2	3	6		
Balance to common charges	-	8	9	2							
	£	14	9	6				£	14	9	6

READING AND WOKINGHAM.

READING AND WOKINGHAM DISTRICT SCHOOL.

Land and Stock Account, from Lady-day 1857 to Lady-day 1858.

Land under Cultivation, 10 acres.

Dr.	£ s. d.	Cr.	£ s. d.
To 2 tons 5 cwt. of clover hay	7 12 6	By rent of land	40 15 0
" 120 sacks of potatoes, consumed by house	45 0 0	" rates and tithes	7 10 0
" 1 acre of rye and vetches, consumed by cows	0 0 0	" 25 sacks of potatoes, in store, 1857	10 0 0
" 1,500 cow cabbage	0 0 0	" 9 bushels of seed wheat	4 3 4
" 1 ton of carrots, consumed by house	3 0 0	" rye and vetches	1 11 9
" 21 tons of swedes, consumed by cows	21 0 0	" 4,000 plants	0 14 0
" 21 do. mangold, do.	18 18 0	" 1 dozen hurdles and stakes	0 9 0
" 14½ quarters of wheat, sold	35 7 0	" 30 sacks of potatoes, for seed	13 7 6
" 472 dozen of cabbages, consumed by house	11 16 0	" thrashing and cleaning wheat	3 16 6
" 1 ton of parsnips, do.	1 10 0	" carriage for ditto	0 18 0
" 15 sacks of potatoes, sold	6 8 0	" thatching rick	0 8 0
" 26 do., planted	9 15 0	" crops insured	0 5 0
" 12 bushels of onions, consumed by house	2 0 0	" garden seeds	1 7 0
" sacks of potatoes, in store	5 12 6	" turnip, mangold, and swede seed	0 10 6
" beans, peas, &c., consumed by house	3 0 0	" 10 quarter sacks	2 0 0
" 8 loads of straw	10 0 0	" manure from cows and pigs	20 0 0
	<u>£ 192 19 0</u>	" Balance	85 3 5
			<u>£ 192 19 0</u>

Cow Account.

Dr.	£ s. d.	Cr.	£ s. d.
To 14,556 quarts of milk, at 1½d. per quart	90 19 6	By 10 tons of hay	35 3 4
" 759 lbs. 8 oz. of butter, 1s. 2d. per lb.	44 6 1	" 23 ditto of swedes	23 0 0
" value of 4 cows	72 18 0	" 13 ditto of mangold	11 7 6
" ditto 1 heifer	9 0 0	" 12 acres of rye and vetches	10 10 0
" ditto 1 calf	3 0 0	" 1,500 cow cabbage	6 5 0
" 1 heifer sold	13 0 0	" meadow feed	18 0 0
" 2 calves ditto	2 10 0	" 1 quarter of oats	1 9 6
" estimated value of manure	5 0 0	" 12 loads of straw	15 0 0
	<u>£ 240 13 7</u>	" value of 4 cows	72 18 0
		" Balance	47 0 3
			<u>£ 240 13 7</u>

Pig Account.

	£	s.	d.		£	s.	d.
To hogs sold	-	124	1	6	By estimated value of sows and		
.. estimated value of 6 sows in					pigs, in store, 1857	37	5
.. pig and 4 stores	-	30	0	0	.. corn, straw, grain, &c.	123	4
.. estimated value of manure	-	15	0	0	.. Balance	8	11
	£	169	1	6		£	169
							1
							6

General Summary.

	£ s. d.
Balance of land account	85 3 5
" Ditto cow ditto	47 0 3
" Ditto pig ditto	8 11 11
Total Balance, being the profit on the labour of the boys	<u>140 15 7</u>

Wargrave, June 1858.

(Signed) JAMES CHEESEMAN,
Superintendent.

WELLINGTON UNION,

SIR,

Wellington, Somerset, 17 May 1858.

I must apologize for leaving your letter so long unanswered.

1st. No detailed account has ever been kept of the gross receipts and expenditure of the land attached to this workhouse, the land being cultivated by the paupers, and the greatest portion of the produce thereof consumed by them.

2d. About 4 acres.

3d. Potatoes, parsnips, cabbages, beans, peas, &c.

4th. The greater portion consumed in the workhouse; the remainder sold.

5th. Charged to the invoice account at $\frac{1}{2}$ d. per pound.

6th. About 8 or 10 boys; they work apart from the adult paupers.

7th. The field work is superintended by the master and schoolmaster.

Enclosed I forward you a statement made out by the master, showing the amount of the seeds sown, and the value of the produce consumed in the house and that sold,

I am, &c.

Joshua Ruddock, Esq.

(Signed)

RICH. A. VERE,

Her Majesty's Inspector of Schools.

Clerk.

STATEMENT of the WELLINGTON UNION Workhouse Garden
from Lady-day 1857 to Lady-day 1858.

DR.	£ s. d.	CR.	£ s. d.
By seed potatoes	- 7 0 0	By potatoes, &c. consumed in the	
„ sundry small seeds	- 0 16 10	house and charged in the in-	
		voice account weekly at $\frac{1}{2}$ d.	
	7 16 10	per lb.	- 36 13 7
		„ potatoes, &c. sold	- 9 0 0
„ Balance in favour of the union	55 0 9	„ potatoes, &c. in hand	- 17 4 0
	<u>£62 17 7</u>		<u>£62 17 7</u>

The small potatoes and other garden refuse consumed by the pigs.

18 May 1858.

(Signed)

JOHN GAYTHIER.

GENERAL REPORT of H. G. BOWYER, Esq., *Her Majesty's Inspector of Schools, on the PAROCHIAL UNIONS SCHOOLS inspected by him from the 25th of March to the 31st of August 1858.*

MY LORDS,

GENERAL STATE OF WORKHOUSE SCHOOLS.

Nothing has occurred during these four months to alter the opinions which I have expressed in my previous annual reports on the subject of workhouse schools. While they are undoubtedly better than no schools at all, they cannot, with few exceptions, be viewed as efficient instruments for the eradication of the faults and vices to which the children of persons subsisting not on their own industry, but upon the proceeds of the industry of others, are most naturally addicted. To cure an endemic fever in the midst of the miasmata which generates it would not be considered a very hopeful undertaking. Nevertheless, it is strictly analogous to what the country has been striving to perform in its dealings with the youthful generation of the pauper race. If these efforts have been more productive of good than could have been anticipated, considering the difficulties which beset the undertaking, it is principally owing to the manner in which the parliamentary grant appropriated to workhouse schools has been administered under the direction of the Committee of Council. The periodical inspection of the schools has, in the course of the ten years during which it has been in operation, materially raised their efficiency and moral tone. The examination of the teachers has, to a great extent, prevented that class of schools from becoming the refuge of incompetency and moral worthlessness. And the ascending scale of certificates, bearing corresponding salaries, has afforded to the teachers an incentive to improve their schools and extend their attainments. The inherent and ineradicable defects of the present system of pauper education (which I have often had occasion to report in the course of my official duties) exert, however, an influence too powerful for evil to be more than partially repressed by the measures adopted by their Lordships, and the labours of their inspectors. On the nature and operation of these defects, as well as the measures requisite for their complete eradication, I have stated my views at such length in my previous reports that I should be inexcusable in doing

General
state of
workhouse
schools.

more than to allude to them here. If means could be devised more effectual than those hitherto adopted to promote the consolidation of pauper schools, and their separation from the workhouses, more would be effected for the diminution of pauperism than has been even attempted since the enactment of the present poor law.

PRESENT MODE OF APPORTIONING THE SALARIES OF WORKHOUSE TEACHERS ACCORDING TO THEIR CERTIFICATES.

Present mode of apportioning the salaries of workhouse teachers.

Frequent complaints have been made to me by teachers that their exertions to educate and train the children under their care resulted in the reduction of their own salaries; as the good education and industrial training they imparted to the children facilitated their obtaining employment, and this diminished the school attendance, and the amount paid to themselves from the capitation fee on the average attendance during the year. And, even when this diminution was mainly attributable to the reduction of pauperism in the union to which the workhouse school belonged, they observed that their labours had not been more lightened thereby than those of the workhouse master or matron whose salaries were not affected by it. It is, I confess, not easy to reply to this objection in such a manner as to satisfy them that they are not treated with injustice compared to other poor law officers. The consequence of this feeling is to unsettle them, and dispose them to be continually on the look-out for larger union schools, or for some other employment under the poor law in which they will enjoy the advantage of a fixed income, if not a larger one. A considerable part of the changes which take place in the teaching staff of workhouse schools is, I believe, to be attributed to this cause.

The system of capitation fees was first introduced by the poor law circular of the 1st of December 1852 for the purpose of preventing the occurrence of cases of disproportion between the duty performed by teachers and the amount of their salaries consequent on their having obtained high certificates. Such cases, however, must be unfrequent, as no teacher of high qualifications will voluntarily remain in charge of a small school when it is in his power to obtain a larger one. It appears to me that they could be met sufficiently for practical purposes, by informing any teacher in a small workhouse school who has obtained a high certificate that he will not be entitled to the full amount of the salary corresponding to his certificate unless he remove to a larger school, and

the Poor Law Board might enable him to do so by recommending him for any vacant school which they might consider of sufficient importance to require a teacher of such high qualifications. The scale of salaries which existed previously to the Circular of the 2d of December 1852 might be revived, as it is certainly not too high for the purpose of obtaining competent teachers under the circumstances of the present time. What proportion of the salary corresponding to the certificate should be allowed to the teacher previous to his removal to a larger workhouse school, or whether the full salary might be allowed for a limited period should it have proved impracticable to execute that removal, are details which it will be easy to settle by a consideration of the circumstances of each case.

I freely allow that the plan I have proposed will not be so theoretically perfect as the one at present in operation, but whatever anomalies in regard to remuneration may occasionally take place under it are certainly not to be compared with that which is now presented by every workhouse in which a school exists, namely, that every officer but the teacher has a fixed salary, whatever may be the variations that circumstances may occasion in the amount of work required of him.

EDUCATIONAL CONDITION OF THE CHILDREN ON THEIR FIRST ADMISSION TO THE WORKHOUSE.

The universal testimony of workhouse teachers on this subject is that the children come into their hands, whatever their ages, generally in a state of most profound ignorance; and that even in the small number of cases in which they appear to have attended some school the benefit they have derived from it is exceedingly slight, generally confined to very imperfect reading. My own experience fully confirms this statement, as I have very seldom found any of these children higher in the school than the lowest class. As I have often referred to this fact in previous reports I should not now recur to the subject were it not for the circumstance that a Royal Commission is inquiring into the educational condition of the people of this country. Now the class of children to which I have referred may be taken as affording a fair sample of a far more numerous class, compared with which that confided to my inspection sinks into insignificance, I mean that of the children of out-door paupers. It is impossible that the former children can be below the standard of the latter, as the cases in which the poor law renders the

Educational condition of the children on first entering the workhouse.

application of the workhouse-test imperative are precisely those in which the parents must be presumed to be generally able to maintain their children, and consequently to educate them. It is even probable that they are above that standard. If this supposition be correct it is a fact well worthy of serious consideration that there exists a class of nearly 300,000 children subsisting on the charity of the public, children of widows, of parents under punishment, of soldiers and sailors, of non-resident males, orphans or deserted, for whose education and industrial training no effectual provision has been made.

I may be permitted to refer to my last report [*Minutes on Parochial Union Schools*, pp. 134-142], in which the educational wants of this class of children, and the causes of the failure of the "Act to provide for the education of children in the receipt of out-door relief," (18th & 19th Vict. c. 34.), were submitted to their Lordships.

I have the honor to be, &c.

H. G. BOWYER.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, for the Year 1858, by Her Majesty's Inspector of Schools, T. B. BROWNE, Esq., Barrister-at-Law, on the PAROCHIAL UNION SCHOOLS inspected by him in the NORTHERN DISTRICT; and on the RAGGED SCHOOLS and REFORMATORIES inspected in the same district.

MY LORDS,

January 1859.

It will be observed from the tabulated reports in detail on each school in this district, that the character of the schools inspected varies greatly, and that they may be described by every epithet from very good to very bad, including both extremes. After eleven years of inspection, it appears strange at first sight that such a discrepancy should continue to exist, and the fact naturally requires explanation. It may be safely affirmed, as a general rule, that where the teacher is really competent, and continues long enough at the same school to bring his or her influence effectually to bear upon the children, and if the children remain at school for a reasonable time, the school will be good, or at least nowhere bad under such circumstances; yet it is certain that many workhouse schools are in an unsatisfactory state, some even very bad; and not a few of the more important and populous unions are still without schools.

The frequent changes of teachers in workhouse schools may be assigned to various causes, such as the demand for teachers, which still appears to be greater than the supply; the general restlessness characteristic of our age and country, resulting from the indefinite prospects of social advancement which almost every man of energy and ability may venture to cherish, without subjecting himself to the charge of presumption; the constant and irksome duties, occasionally of a menial character, required from teachers in workhouses, frequently referred to in previous reports of inspectors; the restraint and want of personal freedom perhaps necessarily incident to life in a workhouse; the want of a regular vacation without being obliged to provide a substitute during the teacher's brief absence; and the jealousy and ill-feeling apt to arise between the schoolmaster and the governor of the workhouse, or between the schoolmistress and the matron. This last impediment to the better education of pauper children is, it may be observed, one of the

Why are there not good schools in every work-house?

Causes of the frequent changes of teachers.

most serious, and likely to be increased rather than diminished by the payment of higher salaries to teachers. The governor must be the superior officer in the workhouse, yet the school-master is often the better educated man, and may receive an equal or higher salary; the governor is therefore tempted to indemnify himself for any secret consciousness of inferiority which he may have experienced by showing his power. Difficulties of this kind are incident to human nature, and may admit of palliation or diminution, but not of absolute removal in all cases. I believe, however, that in all such disputes the administration of strict justice to both parties is never incompatible with due subordination. If a governor should be found to have scared away some half dozen teachers in rapid succession, it may be presumed that all the blame did not rest with the teachers. Some good might perhaps be done by enjoining these officers to be more conciliatory towards each other; but in such a matter much more can obviously be accomplished by guardians, who are personally acquainted with the individuals, than by any central board at a distance. It should be added, that these jealousies are not extinguished by district schools, where there must be other officers as well as teachers, and where the changes among the teachers are more frequent than in many workhouses.

Guardians
may have
good schools
in work-
houses if
they choose.

Experience tends to confirm the opinion that guardians may have a good school in every union where the number of children is sufficient to justify the appointment of a teacher, if, like the chairman of the Kendal board, they choose. The indifference of many guardians is unhappily the chief obstacle to the education of the children under their charge. Teachers often complain that no one seems to take an interest in their labours; the children are excused for not speaking out, and for their painful shyness, because "they are so unaccustomed to strangers." Sometimes, indeed, an indiscriminating zeal for industrial training is manifested, so vehement that it is not easy to secure the 18 hours in the week required for school-work by the regulations of the Poor Law Board. This fact is remarkable, as showing how obstacles hardly anticipated are sure to arise in carrying out plans for the education of any single class in society apart from the whole. Pauper children cannot be reached by the Government alone without intermediate assistance; and many whose assistance is thus needed, and whose lives and characters entitle them to respect, are deeply impressed with the notion that, if a person in their own sphere of life, raised above the necessity of manual labour, knows religion and his own business, nothing further can be required from him. To such minds the question perhaps has

not occurred, or has been thrust aside if it has occurred, in the bustle of life, why were faculties given by Him who gives nothing in vain if they are not to be exercised?

The continued discussion of the education question may be regarded as a means of counteracting the excessive materialism of our age and nation; but men cannot be expected to feel anxious that opportunities of education should be afforded to pauper children, who often will not allow the necessary time and opportunities for the same object to their own, so eager are they that their children, as they phrase it, should be doing something for themselves.

The measures now in progress for the better education of children in middle and commercial schools may be expected to promote the education of poor children materially, when their influence shall be sufficiently felt.

Better commercial schools will make better workhouse schools.

The desire to train poor children in such a manner as to make the formation of useful drudges the primary object has always been a great practical obstacle to education. Industrial training, more especially field work for boys, is very valuable, not only on account of the manual skill acquired, but because it forms good habits and promotes health. Still the importance of industrial training may be exaggerated, and its results even mischievous, if it leads any to forget the common ground of humanity on which rich and poor alike stand. It would seem that if education is to deserve the name the first object must be to form men and women, beings who do not come to an end, though labourers do. As a proof that even field work is not indispensable, I may mention the boys' school at Chester, second to none in this district, although there is no land for field work attached to it. It is not necessary, in fact, that all should travel to the desired result by the same road. That the importance of field work may be over-rated is plain from what was mentioned to me at my last visit to Newcastle, that no farmer had up to that date taken a boy from the school, although the boys had been regularly instructed in field work for some time past; at Swinton, also, the number of boys who have been taken out by farmers is, I understand, very small.

The importance of industrial training may be exaggerated.

Greater efforts I think are now made to train girls for domestic service, but they do not often remain long enough at school to accomplish this object effectually. The inferior places to which young girls from workhouses are liable to be sent, in which probably a lower tone often prevails than in almost any school, constitute a great temptation to them, and to this is to be added in large towns the danger of meeting old schoolfellows, under disgraceful circumstances, in the streets, when they are sent out on errands. The Liverpool

Difficulties of young girls in domestic service.

guardians now send visitors regularly to make inquiries respecting the Kirkdale girls in service in Liverpool, and I believe that the impression thus produced in the girls' minds that somebody cares for them has an excellent effect.

Religious,
moral, and
intellectual
training
entitled to
precedence
over indus-
trial.

Religious and moral training, and some mental cultivation, the last a thing distinct from mere attainments, with which it is often confounded, are all, as it appears to me, entitled to precedence over industrial training, which must come, to some extent, as a matter of necessity, if the children live; whereas the others may not. But children may die: it is well known that the proportion of poor children who die under age to the number of births is very large, and small to such, in their last hours, is the value of an education which has not been extended beyond changeable and perishable things.

In every good school in this district I think that the religious and moral training of the children is made the first object. The failures of teachers, who are not chargeable with negligence when they do fail, seem to be attributable either to imperfect knowledge, or to a deficiency in the art of teaching.

Subjects
usually
taught in
schools,
grammar,
history.

On the subjects usually taught I have but little to say. The obvious difficulty which poor children constantly experience in finding words to express their meaning, and the close connexion of thought with language, since it appears that we cannot think without using words, naturally lead to the wish that teachers would so teach grammar as to enable children to express themselves fluently and correctly, rather than as a mental exercise by means of the analysis of sentences. It should be observed that grammar in itself does not suggest expression, any more than logic suggests arguments; and that as to analysis, it seems premature to teach children how to break up sentences before they are well able to put them together. The study of history, as enlarging and elevating the mind and character, and as leading even poor children to attach some importance to knowledge which is not convertible into money, seems to me to be worthy of all encouragement, but it cannot often be taught with much effect to children who leave school under the age of 13.

Additional
Union
schools.

Schools have now been organized for the first time in the unions of Great Boughton and Runcorn in Cheshire, in that of North Bierley in Yorkshire, and of Bootle in Cumberland. The teachers in each instance were examined in the course of the year 1858.

Children in
small work-
houses sent
out to
school.

The children in those workhouses where the attendance is too small to justify the appointment of a teacher usually attend some neighbouring school, under inspection or not, as

it may happen. From irregular attendance, and various causes, this practice appears to be seldom attended with much success. I am not prepared, however, to say that any better course can be adopted, unless guardians should undertake to provide schools for all the pauper children of their respective unions, whether living in or out of the workhouse. Children from the less populous unions could not often be collected in sufficient numbers to fill a large industrial school, without including an area so extensive as to deter guardians and parents from sending the children. The whole North Riding of Yorkshire, equal in extent to three average counties, and containing sixteen unions, would not supply more than about 200 children, and experience has shown that there is little to be gained by assembling pauper children, some of whom must be familiar with every kind of vice, in large masses together. The education of girls is always a difficult achievement, as they want the intellectual emulation which operates as a safeguard to boys; but very large girls' schools seem to be essentially unfeminine.

The introduction of lady visitors in workhouses has recently been advocated with much ability and benevolent feeling by Miss Twining. Certainly there are few places where the Christian sympathy, delicacy, mental cultivation, and acquaintance with household management of an English gentleman are more needed than in a workhouse school.

Something has been accomplished for the improvement of pauper children, but much remains to be done, and what is clearly practicable is not a little. I believe that a judicious expenditure of trouble rather than of money affords the fairest prospect of success.

RAGGED SCHOOLS.

Two ragged schools, at York and at Hull, were inspected for the first time in 1858, and I have recently received instructions to visit a third, at Derby. The attainments of the children in ragged schools appear to be in general lower than in workhouse schools or in reformatories, but the girls school at Toxteth Park, Liverpool, is very well conducted, and in a state creditable to the teacher.

The danger incident to ragged schools of giving encouragement to profligate and worthless parents, by relieving them from all trouble and expense on account of the education of their children, has been much dwelt upon, and I believe that managers are sufficiently alive to it. The main security against abuse of the charity consists in a well-organized system of house visiting. Greatly to be pitied as the children

Useful recommendation of Miss Twining, that ladies should visit workhouses

Efforts for the improvement of pauper children likely to succeed.

Additional ragged schools.

Ragged schools liable to abuse.

of drunken and vicious parents are, it seems to be clearly established that charitable persons cannot step in and discharge the neglected duties of such parents without causing more evil in the end. It is questionable charity to endeavour to help those who will not help themselves, and schools where parents pay for education are likely to be drained if schools where both food and education can be had gratis are unduly extended.

Distinction
between the
ragged
school and
the refor-
matory.

There is, I think, an essential distinction between the ragged school and the reformatory, though it may not be always maintained. At Newcastle I was told that not one of the children in attendance was known to have been criminal, but it was acknowledged at the same time that the poor's rate was probably diminished by the maintenance of the ragged school. Whether there are many parents sending children to ragged schools who can be proved never to have received parochial relief is a question of some interest, but not easy to answer. If there be a class in the country destitute, yet neither pauper nor criminal, it seems to me that it can hardly be very numerous. If guardians of the poor supported schools for out-door pauper children throughout the country, which they could do, as I believe, at less expense and with less risk of imposition than any other persons, by means of the machinery already in their hands, the necessity for the maintenance of ragged schools would be greatly diminished, if not wholly removed.

Ignorance
of children
in ragged
schools.

That the poor children who have been called the Arabs of the streets are in a state of extreme ignorance and greatly neglected cannot be doubted. Thus, at the Hull ragged school, not long opened, out of 114 children present at my visit, 81 were unable to read. The industrial training of children in ragged schools occupies much of their time, and appears to have a very good effect upon them.

REFORMATORIES.

Reforma-
tories gene-
rally well
managed.

In the reformatories industrial training, from the necessity of the case, is more prominent than in any other schools. It usually consists in the cultivation of land, with the exception of that on board the Akbar frigate, where the boys are trained to be sailors. At the same time the general attainments of the children are, I think, higher than in the ragged schools. One remark with respect to school-work applies to both. The children from the streets of the large towns, when asked questions, often seem to want intellectual patience; they answer precipitately, and without giving themselves time to reflect; it follows that the answer is often irrelevant

Intellectual
impatience
of street
children.

and not to the purpose. It is plain that selfish or fraudulent acuteness, from which profit is anticipated, and thoughtful intelligence, which has truth for its object, are distinct things. Opportunities of getting money in the streets are transient, and must be seized at the moment. The exercise of the mind on the higher subjects of thought, even in their rudiments, to be effectual must be patient, and such subjects appear to be naturally allied to virtue.

In taking leave of reformatories (under Act 17 & 18 Vict. c. 86), which, as distinguished from ragged schools and from industrial schools, certified under the Act 20 & 21 Vict. c. 48., will no longer be visited by the inspectors of union schools, I wish to express my conviction that, as far as I am competent to speak, they have been managed with singular judgment as well as with enlightened benevolence, and that they afford generally the fairest prospects of ultimate success in the reformation of juvenile criminals.

I have the honor to be, &c.

T. B. BROWNE.

To the Right Honorable

The Lords of the Committee of Council on Education.

Tabulated Reports, by Her Majesty's Inspector of Schools, T. B. Browne, Esq., on the Parochial Union Schools, and also on the Ragged Schools and Reformatories, inspected by him in the Northern District, from the 1st of January to the 31st of August 1858.

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1858.	NORTHUMBERLAND			
Aug. 2	Alnwick:			
	Boys - -	9	6	The children are all taught by a schoolmistress. They were deficient in animation and intelligence, and their attainments but moderate.
	Girls - -	14	9	
	Infants - -	-	5	
Aug. 4	Belford:			
	Boys - -	2	2	The children go out to school. Three of them could read the Testament tolerably, but they did not understand what they read.
	Girls - -	2	2	
	Infants - -	-	-	
Aug. 10	Bellingham:			
	Boys - -	4	4	The children go out to school, and appeared to be fairly taught. The girls learn to sew, knit, and cut out work.
	Girls - -	3	3	
	Infants - -	1	1	
Aug. 5	Berwick-upon-Tweed:			
	Boys - -	27	26	The boys were more advanced than the girls, but the children generally showed considerable liveliness and intelligence as well as information. Out-door pauper children have been educated for many years at this union school with great success.
	Girls - -	32	28	
	Infants - -	42	29	
Aug. 4	Glendale:			
	Boys - -	9	6	School, mixed; teacher, a schoolmaster. The children passed a tolerable examination, but were not in an advanced state.
	Girls - -	12	11	
	Infants - -	-	2	
Aug. 11	Haltwhistle:			
	Boys - -	2	2	No school in the workhouse. The children who go out to school were in a low state and very ignorant.
	Girls - -	1	1	
	Infants - -	2	2	
Aug. 9	Hexham:			
	Boys - -	24	24	The boys were not very intelligent, but the attainments of the children were fair in both schools. The schoolmistress has enabled the girls to overcome the Northumbrian difficulty of indistinct utterance. The boys work on the land.
	Girls - -	21	21	
	Infants - -	8	8	
Aug. 6	Morpeth:			
	Boys - -	7	7	The children go out to school. I found them very ignorant in every respect. The workhouse does not admit of proper classification.
	Girls - -	4	3	
	Infants - -	-	1	
Aug. 3	Rothbury:			
	Boys - -	3	3	The children go out to school. None could read or write. They are not separated from adult paupers.
	Girls - -	-	-	
	Infants - -	-	-	
	CUMBERLAND.			
Aug. 12	Alston:			
	Boys - -	3	3	The children go out to school. With the exception of one girl, they were in a low state.
	Girls - -	1	1	
	Infants - -	-	-	
June 9	Bootle:			
	Boys - -	5	5	A school has been organized for the first time in this workhouse, and I found the children under the charge of a schoolmistress at my second visit. They were in a very low state, but I trust that improvement may now be expected.
	Girls - -	12	12	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1858.	CUMBERLAND— <i>cont.</i>			
Aug. 18 -	Brampton :			
	Boys - -	6	6	The children in this workhouse go out to school. They passed a tolerable examination.
	Girls - -	3	3	
	Infants - -	3	3	
July 1 -	Carlisle :			
	Boys - -	52	52	There are two schools here. The school rooms are excellent. Both boys and girls passed a fair examination, and were very orderly. The boys are employed in field work.
	Girls - -	44	33	
	Infants - -	-	7	
June 16 -	Cockermouth :			
	Boys - -	22	21	The infants are taught in one school, and the elder children, both boys and girls, in another. The infants appeared to be carefully taught, the elder children were making tolerable progress, but not advanced.
	Girls - -	8	8	
	Infants - -	57	47	
July 2 -	Longtown :			
	Boys - -	9	9	School, mixed ; teacher, a schoolmaster. The children showed considerable intelligence and information, and their state was very creditable to their teacher.
	Girls - -	8	8	
	Infants - -	4	3	
June 18 -	Penrith :			
	Boys - -	34	30	The boys passed a good examination. Progress of the girls fair under the circumstances, as their teacher was ill.
	Girls - -	18	18	
	Infants - -	11	11	
June 29 -	Whitehaven :			
	Boys - -	35	33	State of the girls fair. The boys were rather deficient in liveliness and general intelligence.
	Girls - -	42	31	
	Infants - -	-	9	
June 28 -	Wigton :			
	Boys - -	24	24	The boys passed a fair examination, but the girls were in a low state, and particularly deficient in arithmetic.
	Girls - -	7	7	
	Infants - -	11	10	
	DURHAM.			
July 28 -	Chester-le-street :			
	Boys - -	8	8	A new workhouse has been built here. The children go out to school, they appeared to be making fair progress.
	Girls - -	6	6	
	Infants - -	-	-	
July 22 -	Darlington :			
	Boys - -	6	5	School, mixed ; teacher, a schoolmistress. Two boys passed a fair examination, but the other children appeared decidedly inferior to them, and answered comparatively but few questions.
	Girls - -	14	13	
	Infants - -	-	1	
July 23 -	Durham :			
	Boys - -	12	10	School mixed, teacher a schoolmistress. Several children showed a considerable degree of knowledge and intelligence. This school has long been in a creditable state.
	Girls - -	14	9	
	Infants - -	-	7	
July 27 -	Easington :			
	Boys - -	5	5	The children who go out to school seemed to be making tolerable progress, but were deficient in arithmetic.
	Girls - -	2	2	
	Infants - -	2	2	
July 29 -	Gateshead :			
	Boys - -	41	22	Discipline apparently fair. The children passed a fair examination, but were not in an advanced state.
	Girls - -	31	20	
	Infants - -	-	24	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1858.	DURHAM—cont.			
July 26 -	Lanchester:			
	Boys - -	6	6	The children go out to school. Progress tolerable, but they did not understand well what they read. The girls are taught to sew, knit, and cut out work.
	Girls - -	7	7	
	Infants - -	-	-	
July 21 -	Teesdale:			
	Boys - -	13	13	The children go out to school. They were rather dull, but appeared to be fairly instructed.
	Girls - -	8	8	
	Infants - -	-	-	
	WESTMORELAND.			
July 20 -	East Ward:			
	Boys - -	19	12	School mixed. Progress of the children moderate; they did not show much intelligence or information.
	Girls - -	20	3	
	Infants - -	-	6	
June 14, 15 -	Kendal:			
	Boys - -	54	49	There is a pupil-teacher in the boys' school. The boys passed a creditable examination; the girls are less advanced, but likely to improve under their present schoolmistress.
	Girls - -	19	19	
	Infants - -	12	12	
June 17 -	West Ward:			
	Boys - -	5	5	There is no longer a school in this workhouse. None of the children present could read without spelling, or write.
	Girls - -	1	1	
	Infants - -	-	-	
1857.	YORKSHIRE, N.R.			
Mar. 23 -	Easingwold:			
	Boys - -	7	3	School mixed. State of the children unsatisfactory. Their attainments were very moderate and they were deficient in liveliness and intelligence.
	Girls - -	9	8	
	Infants - -	-	3	
Aug. 25 -	Helmley:			
	Boys - -	3	3	The children go out to school. One boy present could read and write well, the others could not read.
	Girls - -	1	-	
	Infants - -	1	1	
Aug. 25 -	Kirkby Moorside:			
	Boys - -	2	2	School mixed. Teacher a schoolmistress. The children were deficient in religious knowledge and in arithmetic, and had not learned to think and exercise their minds.
	Girls - -	4	4	
	Infants - -	6	6	
May 13 -	Malton:			
	Boys - -	7	7	The elder boys go out to school, the other children are instructed in the workhouse by a schoolmistress. The children passed a fair examination, but were deficient in spelling.
	Girls - -	14	14	
	Infants - -	11	11	
Aug. 23 -	Northallerton:			
	Boys - -	4	4	The children go out to school. They had made generally but moderate progress.
	Girls - -	4	4	
	Infants - -	2	1	
Aug. 26 -	Pickering:			
	Boys - -	11	3	School mixed. Teacher a schoolmaster. The children passed a tolerable examination, but were not in an advanced state.
	Girls - -	7	4	
	Infants - -	-	4	
Aug. 30 -	Scarborough:			
	Boys - -	1	1	The children go out to school. They were very ignorant, as on former occasions.
	Girls - -	4	3	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1858.	YORKSHIRE, N.E. —cont.			
Aug. 24	Thirsk:			
	Boys - - -	5	4	School mixed. Teacher a schoolmistress. The children did not speak out distinctly, had not learned to think, and were in a low state.
	Girls - - -	14	14	
	Infants - -	7	7	
Aug. 27	Whitby:			
	Boys - - -	7	7	School mixed. Teacher a schoolmistress. State of the children tolerable. Some allowance must be made for this school on account of a recent change of teachers.
	Girls - - -	4	4	
	Infants - -	6	6	
	YORKSHIRE, E.E.			
May 17	Beverley:			
	Boys - - -	5	5	The children go out to school. Religious knowledge and other attainments moderate. The Lord's Prayer was repeated, but not understood.
	Girls - - -	8	8	
	Infants - -	10	5	
Aug. 31	Bridlington:			
	Boys - - -	6	5	The children go out to school. They appeared to be making fair progress.
	Girls - - -	4	4	
	Infants - -	5	2	
May 14	Driffield:			
	Boys - - -	10	10	The girls passed a moderate examination, and had not learned to answer questions in their own words. The boys were more advanced, but deficient in arithmetic, and were not distinct enough in their style of reading.
	Girls - - -	8	8	
	Infants - -	9	9	
April 15	Hewden:			
	Boys - - -	20	20	The children go out to school. As on former occasions, they passed an unsatisfactory examination, and appeared unaccustomed to think and exercise their minds.
	Girls - - -	11	11	
	Infants - -	-	-	
April 12	Hull:			
	Boys - - -	63	54	The boys passed a fair examination, but the girls were in a low state, and very deficient in arithmetic.
	Girls - - -	38	38	
	Infants - -	21	19	
April 13	Patrington:			
	Boys - - -	18	13	This is a mixed school, very well and intelligently managed by a schoolmistress who had been a pupil-teacher.
	Girls - - -	8	8	
	Infants - -	9	9	
Mar. 22	Pocklington:			
	Boys - - -	12	10	School mixed. Teacher a schoolmaster. Progress of the children tolerable, but they appeared rather dull.
	Girls - - -	13	8	
	Infants - -	-	7	
April 9	Sculcatates:			
	Boys - - -	61	57	The boys passed a good examination, the girls also seemed to be making fair progress. The discipline was good in both schools.
	Girls - - -	27	20	
	Infants - -	16	16	
April 14	Skirlaugh:			
	Boys - - -	11	11	School mixed. Teacher a schoolmistress. State of the children unsatisfactory. Tone of the school not good.
	Girls - - -	2	2	
	Infants - -	9	9	
Mar. 24	York:			
	Boys - - -	16	15	The boys passed a fair examination, but the girls were in a very low state. The number of children has declined in both schools.
	Girls - - -	19	16	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1858.	YORKSHIRE, W.R.			
March 11	Barnsley:			
	Boys - -	20	18	State of the children in both schools unsatisfactory. The girls especially were very dull and ignorant.
	Girls - -	24	24	
	Infants - -	11	10	
Feb. 25	Barwick:			
	Boys - -	3	3	The children go out to school. I found their religious knowledge imperfect; none understood the Lord's Prayer. Their attainments in other respects were very moderate.
	Girls - -	6	6	
	Infants - -	-	-	
May 11	Bierley, North:			
	Boys - -	5	5	The children have been greatly neglected hitherto, but a new workhouse has now been built, and a schoolmistress appointed.
	Girls - -	6	6	
	Infants - -	12	10	
Aug. 18	Carlton:			
	Boys - -	6	6	Teacher a schoolmistress, who has declined examination. The children were very ignorant.
	Girls - -	2	2	
	Infants - -	4	4	
March 17	Dewsbury:			
	Boys - -	49	34	The children did not show much intelligence or information, but a considerable proportion of those present could read and write.
	Girls - -	35	19	
	Infants - -	-	21	
Feb. 9	Ecclesall Bierlow:			
	Boys - -	53	51	The children appeared to be making fair progress in both schools. The school-rooms were too crowded, as the numbers in attendance had increased considerably.
	Girls - -	51	29	
	Infants - -	8	16	
May 19	Goolbs:			
	Boys - -	17	12	School mixed. The children passed a tolerable examination in some respects, but they were deficient in arithmetic. I think that they are likely to improve under their present schoolmistress.
	Girls - -	5	3	
	Infants - -	-	6	
April 7	Halifax:			
	Boys - -	40	33	State of the boys fair. The girls were far inferior to them, few being able to read without spelling.
	Girls - -	41	13	
	Infants - -	5	7	
Feb. 26	Huddersfield:			
	Boys - -	20	19	The children go out to school. Their attainments were very moderate. Of those present but few could read tolerably.
	Girls - -	19	19	
	Infants - -	-	-	
Feb. 17	Keighley:			
	Boys - -	4	4	The children go out to school. They appeared very dull and ignorant. None understood the Lord's Prayer.
	Girls - -	2	2	
	Infants - -	5	5	
Feb. 17	— Bingley:			
	Boys - -	3	3	A workhouse in Keighley union. The children go out to school. They were ignorant, and in a low state, but more advanced than those at Keighley.
	Girls - -	1	1	
	Infants - -	3	3	
March 19	Knaresborough:			
	Boys - -	10	9	There is now a new workhouse here, but the children still go out to school. They passed a tolerable examination.
	Girls - -	5	3	
	Infants - -	-	2	
March 18	Ouseburn, Great:			
	Boys - -	6	5	The children go out to school. They would not speak out. One boy answered some questions, the others were very ignorant.
	Girls - -	2	2	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1858.	YORKSHIRE, W.R. —cont.			
Aug. 20 -	Pateley Bridge:			
	Boys - - -	2	2	The children were excessively ignorant, as on former occasions. They might be sent to Ripon until a proper workhouse shall be built in this union.
	Girls - - -	1	1	
	Infants - -	2	2	
May 20 -	Pontefract:			
	Boys - - -	2	2	The children go out to school. They had made, generally, but moderate progress.
	Girls - - -	2	2	
	Infants - -	3	3	
Feb. 24 -	Preston, Great:			
	Boys - - -	10	10	These children receive some instruction from the master of the workhouse. They passed a tolerable examination, but were deficient in arithmetic. The girls sew and knit.
	Girls - - -	6	6	
	Infants - -	3	3	
Aug. 19 -	Ripon:			
	Boys - - -	7	7	The children, who are all taught by a schoolmistress, showed a fair degree of intelligence and information. Discipline good.
	Girls - - -	3	3	
	Infants - -	6	6	
March 10	Rotherham:			
	Boys - - -	19	18	State of the schools moderate. The boys did not understand what they read, and both boys and girls were deficient in arithmetic.
	Girls - - -	24	21	
	Infants - -	8	8	
March 16	Saddleworth:			
	Boys - - -	12	11	The children showed very little intelligence, and passed a very unsatisfactory examination.
	Girls - - -	5	2	
	Infants - -	-	4	
July 19 -	Sedbergh:			
	Boys - - -	9	2	Some children were absent at school, and others ill with the measles. Those present appeared to be making tolerable progress.
	Girls - - -	5	2	
	Infants - -	-	-	
April 8 -	Selby:			
	Boys - - -	9	9	The children are instructed by the master of the workhouse, to whom they do great credit. They are evidently well taught, and showed an unusual degree of liveliness and intelligence.
	Girls - - -	3	3	
	Infants - -	4	4	
June 10 -	Settle:			
	Boys - - -	9	9	The children passed a tolerable examination. Of those present three only were unable to read.
	Girls - - -	3	3	
	Infants - -	4	4	
Feb. 11 -	Sheffield:			
	Boys - - -	85	77	The children were not in a satisfactory state in either school. They had not learned to exercise their understandings sufficiently. Discipline of boys not good.
	Girls - - -	70	55	
	Infants - -	-	11	
Feb. 11 -	Skipton:			
	Boys - - -	6	5	The children go out to school. They appeared to be making tolerable progress.
	Girls - - -	-	-	
	Infants - -	-	-	
March 25	Wakefield:			
	Boys - - -	27	20	The children passed an examination very creditable to their schoolmistress, who has a good method of teaching.
	Girls - - -	22	14	
	Infants - -	-	9	
March 9 -	Wortley:			
	Boys - - -	2	2	The children appeared to be making fair progress, and had been evidently well taught by their schoolmistress.
	Girls - - -	5	5	
	Infants - -	7	7	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1858.	LANCASHIRE.			
March 26	Ashton-under-Lyne:			
	Boys - - -	46	28	This school is too large for one schoolmistress. The children had not made much progress, and a large majority could not read.
	Girls - - -	27	17	
	Infants - -	-	25	
Feb. 18 -	Blackburn:			
	Boys - - -	44	38	State of the boys creditable to the master. Progress of the girls tolerable, but they were not equal to the boys.
	Girls - - -	33	15	
	Infants - -	8	20	
Jan. 29 -	Bolton:			
	Boys - - -	48	44	The children here were orderly, and making very fair progress. School well managed by a schoolmistress.
	Girls - - -	7	4	
	Infants - -	-	-	
April 6 -	Turton:			
	Boys - - -	76	66	The Bolton boys are educated at this workhouse. Religious knowledge, arithmetic, and general attainments, moderate.
	Girls - - -	-	-	
	Infants - -	-	-	
Feb. 15 -	Burnley:			
	Boys - - -	13	11	The children passed but a moderate examination, and did not understand well what they read.
	Girls - - -	6	3	
	Infants - -	-	4	
Feb. 22 -	Bury:			
	Boys - - -	2	1	There is no pauper school in this populous union. Some children are sent to Swinton, but not in sufficient numbers.
	Girls - - -	1	1	
	Infants - -	-	-	
June 11 -	Caton - - -			
	Boys - - -	4	4	The children go out to school. They passed a tolerable examination.
	Girls - - -	1	1	
	Infants - -	3	3	
March 15.	Chorley:			
	Boys - - -	17	14	The children go out to school. None understood the Lord's Prayer. None could work a sum of any kind.
	Girls - - -	6	5	
	Infants - -	-	-	
April 27 -	Chorlton:			
	Boys - - -	101	76	There have been changes of teachers here. The children passed an unsatisfactory examination. It was evident that they had been neglected by the previous teachers.
	Girls - - -	70	40	
	Infants - -	-	20	
May 10 -	Clitheroe, Aighton:			
	Boys - - -	1	1	The children go out to school. They were very ignorant.
	Girls - - -	1	1	
	Infants - -	1	1	
May 10 -	Holden:			
	Boys - - -	6	5	The children here also go out to school. Their attainments were moderate, but they were more advanced than those at Aighton.
	Girls - - -	5	1	
	Infants - -	-	-	
March 2 -	The Fylde:			
	Boys - - -	10	9	The children go out to school. Religious knowledge and general attainments moderate.
	Girls - - -	15	14	
	Infants - -	-	-	
March 12	Haslingden:			
	Boys - - -	7	6	The children go out to school. Religious knowledge very moderate. One boy only could work an easy sum in simple addition.
	Girls - - -	-	-	
	Infants - -	-	-	
June 7	Lancaster:			
	Boys - - -	15	13	The children go out to school, and appeared to be fairly taught.
	Girls - - -	8	4	
	Infants - -	-	3	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1858.	LANCASHIRE— <i>cont.</i>			
March 8 -	Leigh:			
	Boys - -	31	25	School, mixed; teacher, a schoolmaster. The children passed a fair examination, and several of them appeared intelligent.
	Girls - -	25	12	
	Infants - -	-	19	
Apr. 22, 23	Liverpool:			
	Boys - -	92	71	The children are, I think, fairly taught in all the schools, but the frequent changes are a great obstacle to their progress.
	Girls - -	59	51	
	Infants - -	103	63	
June 3 -	Manchester:			
	Boys - -	61	53	The boys passed a fair examination, but few of the girls could read or write. Discipline fair in both schools.
	Girls - -	20	17	
	Infants - -	29	18	
Apr. 28 -	Oldham:			
	Boys - -	46	34	The girls here had not learned to think and exercise their minds, but the boys passed a fair examination.
	Girls - -	23	22	
	Infants - -	30	27	
April 21 -	Ormskirk:			
	Boys - -	22	19	School, mixed; teacher, a schoolmistress. The children had made but moderate progress. They did not understand the Lord's Prayer, or the lesson they read.
	Girls - -	25	13	
	Infants - -	-	-	
Feb. 4 -	Prescot:			
	Boys - -	36	29	The children passed a fair examination, but the girls were decidedly inferior to the boys.
	Girls - -	27	19	
	Infants - -	-	6	
March 5	Preston, Penwortham:			
	Girls - -	62	59	The Preston children are in three workhouses. The girls at Penwortham had improved since my visit in 1857, and the numbers able to read had increased considerably.
	Infants - -	-	-	
Feb. 19 -	Walton:			
	Boys - -	102	99	This school is too large for one schoolmaster, but much had been accomplished under very unfavourable circumstances. General progress fair.
March 3	Preston:			
	Boys - -	69	54	The infants at the Preston workhouse are fairly taught, and, I think, making fair progress. Two girls act as monitors.
	Girls - -	2	1	
Feb. 8 -	Prestwich:			
	Boys - -	-	-	The two infants here could not read or write. Seventeen children from this union were at Swinton in November.
	Girls - -	-	-	
	Infants - -	2	2	
April 16 -	Salford:			
	Boys - -	87	80	The boys' school here has been good for some years. The schoolmaster is very energetic and painstaking. The girls are still far from equal to the boys.
	Girls - -	53	54	
	Infants - -	34	32	
June 8 -	Ulverstone:			
	Boys - -	37	31	In both schools the religious instruction of the children appears to be well attended to; their penmanship, spelling, and arithmetic were very fair, and their style of reading distinct.
	Girls - -	32	16	
	Infants - -	-	8	
March 30	Warrington:			
	Boys - -	45	40	The children appeared orderly and well-behaved, and were making fair progress in both schools.
	Girls - -	39	32	
	Infants - -	-	7	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1858.	LANCASHIRE— <i>cont.</i>			
April 19 -	West Derby:			
	Boys - -	103	98	The children are very fairly instructed in the three schools here, but the boys are more advanced than the girls. The infants' school is very pleasing. Toxteth Park is now separated from the West Derby Union.
	Girls - -	70	61	
	Infants - -	76	48	
March 29	Wigan:			
	Boys - -	40	22	The boys passed a tolerable examination, but there was a want of liveliness and intelligence about them. The girls were decidedly inferior to the boys.
	Girls - -	31	16	
	Infants - -	-	31	
May 7 -	CHESHIRE.			
	Altrincham:			
	Boys - -	40	22	State of the schools fair, but there was a want of liveliness and intelligence about the children. The school rooms are not good.
	Girls - -	31	16	
	Infants - -	-	31	
Feb. 1.	Great Boughton -			
May 31.	Boys - -	27	8	Schools have now been organized for the first time in this union. The children were still in a low state at my last visit, but they are likely to improve under their present teachers.
	Girls - -	19	14	
	Infants - -	-	21	
May 25 -	Chester:			
	Boys - -	33	33	The boys here have lost their excellent schoolmaster, who died just before my visit, but his influence was still felt, and they passed a very satisfactory examination. Discipline very good. The girls were less advanced than the boys.
	Girls - -	23	23	
	Infants - -	16	14	
June 1 -	Nantwich:			
	Boys - -	25	24	The state of the children was creditable to the teachers in both schools. Discipline good.
	Girls - -	21	10	
	Infants - -	8	11	
March 31	Runcorn:			
	Boys - -	18	12	A school has now been organized for the first time in this union. The children are instructed by a schoolmistress. They were in a low state at my visit in March, but I found them improved subsequently in September.
	Girls - -	13	8	
	Infants - -	-	10	
April 1 -	Stockport:			
	Boys - -	60	57	The boys passed a tolerable examination, but the girls were in a very low state.
	Girls - -	33	15	
	Infants - -	2	15	
Feb. 3 -	Wirral:			
	Boys - -	29	27	The children, I think, were making fair progress in both schools. The boys in this workhouse are employed in fieldwork.
	Girls - -	28	26	
	Infants - -	11	8	
	DERBYSHIRE.			
May 6 -	Chapel-en-le-Frith:			
	Boys - -	1	1	The children here go out to school. One of them could read and write tolerably.
	Girls - -	1	1	
	Infants - -	-	-	
Feb. 10 -	Chesterfield:			
	Boys - -	34	25	The children passed a fair examination in some respects, but their style of reading was not very satisfactory, and they were rather deficient in general intelligence.
	Girls - -	26	21	
	Infants - -	-	12	
May 6 -	Hayfield:			
	Boys - -	6	6	The children go out to school. None understood what they read. None wrote numbers or a sentence from dictation correctly.
	Girls - -	3	3	
	Infants - -	2	2	

RAGGED SCHOOLS.

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1858.				
Feb. 2	Chester:			
	Boys -	45	36	The children passed a tolerable examination, but were not advanced. The boys are employed in gardenwork and tailoring. The girls sew, knit, wash, clean, and cook.
	Girls -	19	20	
	Infants -	-	-	
Feb. 12	Stockport:			
	Boys -	34	31	The boys in the first class answered Scriptural questions very fairly. Progress of the children generally tolerable. Industrial employment gardening, making paper bags, mending clogs, sorting pease, printing, tailoring, and sewing.
	Girls -	10	10	
	Infants -	-	-	
May 12	York:			
	Boys -	45	31	The children were in a low state, and very deficient in arithmetic. The boys learn tailoring and shoemaking. The girls wash, bake, sew, and knit.
	Girls -	27	19	
	Infants -	-	-	
May 18	Hull:			
	Boys -	66	59	A large majority of the children could not read, but they appeared to be going on fairly under the circumstances. The boys learn carpenter's work, tailoring, and make sacks. The girls sew, knit, wash, bake, and cook.
	Girls -	60	56	
	Infants -	-	-	
June 2	Salford:			
	Boys -	53	50	The children passed a fair religious examination, and appeared to be making tolerable progress in other subjects. The girls sew. The boys make rugs, mats, canvas bags, and sort bristles.
	Girls -	23	23	
	Infants -	-	-	

REFORMATORIES.

1858.				
Feb. 5	Mason Street, Edge Hill, Liverpool:			
	Boys -	8	8	The boys passed a tolerable examination. Industrial employment, shoemaking.
	Girls -	-	-	
	Infants -	-	-	
Feb. 23	Wakefield:			
	Boys -	-	-	There was a great want of animation about these girls at the date of my visit. Religious knowledge and other attainments moderate. The girls sew and knit.
	Girls -	18	17	
	Infants -	-	-	
May 21	Manchester and Salford:			
	Boys -	36	36	The boys appeared to be very fairly instructed. Many, however, could not read. Premises good. The boys are employed in field work, pile-board making, tailoring, and shoemaking.
	Girls -	-	-	
	Infants -	-	-	
June 30	Stanwix, Carlisle:			
	Boys -	41	40	Progress of the boys and character of the school instruction very fair. Industrial employment, fieldwork.
	Girls -	-	-	
	Infants -	-	-	
July 30	Newcastle-upon-Tyne:			
	Boys -	62	60	This building is new, and the land attached to it poor. There is much to be done by the boys, who are employed in field work and in joinery. The boys passed a fair examination in school.
	Girls -	-	-	
	Infants -	-	-	

GENERAL REPORT *for the Year 1858, by Her Majesty's Inspector of Schools, JELINGER C. SYMONS, Esq., B.A., Barrister-at-Law, on the PAROCHIAL UNION SCHOOLS in the MID-WESTERN DISTRICT, and in WALES, and on the RAGGED SCHOOLS and REFORMATORIES inspected by him in the same District.*

MY LORDS,

Gloucester, December 1858.

Number of schools reported on, and their general character.

EIGHTY-ONE schools have been inspected by me up to the end of August 1858.

Of these, 6 were very good; 20 good; 30 moderately fair; and 25 bad or inefficient.

Diversity of districts.

These schools comprise specimens of every variety (except metropolitan ones). Some are in densely populated manufacturing districts of different kinds, such as Kidderminster and Stourbridge; others in great mineral districts, such as Merthyr Tydvil, Dudley, &c. Some are in large maritime unions, such as Cardiff and Pembroke; but the bulk of them are in purely rural districts, these being again divided between the Welsh and the English counties. The capacities and characteristics of the children vary as widely as do the districts.

Chief merits of the schools.

The chief merit of the workhouse schools consists in the means which exist of bringing the discipline as well as instruction to bear during the whole of the day and on the whole life of the child. Very few, however, of the unions profit by this great instrument to an adequate extent.

Improvements feasible by the teacher.

Much improvement may be effected by the teachers, even under existing circumstances. Defective as the present system is, I believe it rescues many a child permanently from pauperism.

Improvement from without.

Without district schools, and the entire severance of the child from the status, treatment, and surroundings of adult pauperism, there can be no thorough removal of present drawbacks, or any security against future lapses from independent labour. Still, much more might be done to improve bad schools and defective training. There are many workhouses where there is no habitual industry for the boys of any kind. There is in some a successful resistance to the efforts made to provide it. In one large union lately, it being proposed to take two acres of adjacent ground for the boys to cultivate, and it being made a condition that the governor of the workhouse should himself superintend and instruct the boys (which was impossible, consistently with his other duties), the plan was abandoned. Most of the boys there spend their time in

listless idleness, lounging about a small yard ; and one of the guardians having offered, in order to afford them some exercise, to erect a pole and circular swing plate at his own cost, if the board would find the ropes, &c., they refused to do so. I name these facts, and I could cite other cases, because I think the time is come when the Poor Law Board might properly enforce their own instructions as to industrial training. Many of these establishments are not *workhouses*, especially for the young, who require systematic training in useful bodily labour far more than the aged paupers.

In some instances, where the least liberal dietary is adopted, it would be highly requisite, wherever a labour discipline superseded idleness, to see well to it that the food was sufficient in quality as well as quantity to sustain the strength of the children, and provide for healthier appetites. I have reason to suspect that the fear of this very result of more bodily exercise is one of the reasons why the most parsimonious boards of guardians are usually reluctant to give proper industrial work to the boys. An apprehension lest there be a greater wear and tear of clothes and shoes is probably another ground of objection. Nor are these motives likely to be inoperative because they are unavowed.

These are evils which it is essential to cope with. They tend not only to rear a generation of men and women who are expected to live by labour after being unfitted for it, but also a stunted and enfeebled race, certain to propagate their own infirmities.

A great deal of this might, I am persuaded, be remedied by a more vigorous application of the powers of the Poor Law Board ; but the only perfect cure is that of district schools.

I have felt it my duty to name these matters, because, though in many unions I trust and believe I have already procured many changes for the better, there are still several where these fearful evils remained wholly unchecked, nor have I much hope of being able to effect their removal.

There is a great improvement on the whole in school teaching ; but the hindrance to continuous progress which arises from the frequent change of teachers is a sad drawback. It originates greatly in the peculiar position of a teacher with respect to the master and matron, and the discomfort which thus often arises : but it also results from the present system of rendering the grants so dependent as they are on the number of children in each year. The teacher, by the working of this system, who fits his scholars quickly and effectually for labour, and gets them out of the workhouse, is thus mulcted for doing his duty well ; and has therefore a direct

Proper food required.

A stricter regime might be enforced by the Poor Law Board.

School teaching continues to be damaged by change of teachers and the mode of paying them.

A remedy
suggested.

inducement to do it ill, or to leave his post, and employ his capacities and exertions where they will meet with reward instead of penalty. Many do in fact leave in disgust at the injustice they consider thus done to them. This might easily be obviated by adjusting the maximum, medium, or minimum scales of grant permanently to each workhouse according to its size. This would perfectly meet the rational view with which the relation of payment to numbers was adopted by the Poor Law Board. The objectionable operation depends wholly on the annual fluctuations of this relation to the number of each year's scholars. If this were altered, and a teacher chose to accept a school in a workhouse entitled only to the minimum scale, he would at any rate know that his exertions in diminishing pauperism would have their reward, secure from the present penalties attaching to success.

System of
sending
pauper
children to
out-door
schools.

The system of sending pauper children to out-door schools works as ill as ever. The children learn next to nothing, fail to be blended with those of independent labourers, and lose all the benefit of that continuous training and industrial discipline which a teacher in the workhouse can alone administer. Add to this, that the subjects taught, and the mode of teaching them in such schools, are not adapted to the special requirements of pauper children; and in many cases, as at Tewkesbury, Pershore, and Shrewsbury (Meole Brace), the national school is at a distance which renders the walk to and fro extremely objectionable, especially for the younger children: and this is so much felt, together with the inconvenience of dispensing with the work in-doors of the elder children, that I have found that the attendance is often extremely irregular.

Necessity
for district
schools, and
of that
systematic
industrial
training
which
cannot be
given with-
out them.

I am precluded from giving full comparative tables of the statistics of schools, on account of the fragment of a year on which I have to report. I may, however, confidently state, that although the number has diminished, the effective reduction of pauperism by the means now acting on pauper children is a result nowise to be anticipated. Far more systematic measures are required. I have ever regarded a thoroughly efficient system of industrial training in all common branches essential in order permanently to de-pauperise these children. I again repeat my conviction, that this cannot be adequately done while they remain in workhouses, where such training is in the main regarded as an irksome addition, and a mere fringe to the normal duties of the officers; it should, on the contrary, be the substantive and primary aim of the establishment, if the establishment is to do the work. At the S.E. Salop District School, the industry is of a totally different

character from that which prevails (when taught at all) in common workhouses. In the one case it is the habit of the place, and the chief occupation of the day; in the other, it is, with very rare exceptions, a mere appendage, the work done often being nothing more than mere service, and labour nowise of an instructional character.

District schools are, moreover, as I have often before remarked, needed, especially in order to afford homes for destitute children which shall not attach to them the name or incidents of pauperism: and to which, unlike the workhouse, they can never have recourse, drawn by household recollections, *in after years*. This marked distinction between the relative merits of workhouse and district school training for this class of children I respectfully submit ought never to be omitted from the consideration of this long mooted question.

Chief reason why district schools cannot be dispensed with.

I find a growing willingness to adopt district schools; but I am sure that the voluntary principle of legislation on this subject is too weak for the purpose. Many guardians desire to have their own convictions fortified by a decisive measure of the executive. I feel fully justified in saying that now, though not formerly, such a measure would not be regarded as a grievance, or as unduly stringent.

Growing willingness to adopt them insufficient without legislative help.

In order to arrive at some definite notion of the proportion of children who could in a district school do some considerable amount of work, and in order to show the injury which must accrue to them by being retained *at that age* in the comparative idleness of workhouse life, I have carefully analysed the statistics of sixty-five schools recently visited in my district, comprising all classes of school and workhouse. They contained at the time of my inspection a total of 1,157 boys and 1,055 girls of all ages, including infants under 6 years. Of the whole of this number, no less than 567 boys and 519 girls were of ages ranging from 9 to 16 years, that is, more than half of the boys and nearly half of the girls! Though in some cases the children are readily got out to service, in the majority of unions in my district this is not generally the case; and fewer still do well when in service, and are frequently returned to the union, though I am free to admit not so frequently as formerly. The 2,212 children above mentioned represent the existing number, of which the whole preceding year's average amounted to 2,050. There has, therefore, latterly been an increase of 8 per cent.

Proportion of children above and below nine years of age.

A benevolent lady has recently organized a society for promoting, with the approval of the Poor Law Board, a system of visiting the workhouse schools, subject to the consent of the local board, by ladies and others who may be

Plan of visiting workhouse schools by an association.

induced to take a special interest in advancing the welfare of pauper children. This would doubtless result in many substantial benefits, *if efficiently and judiciously worked*, but the extreme difficulty of accomplishing this is very likely to be underrated by those less acquainted than inspectors who visit workhouses, in the great bulk of the rural districts. I am quite sure that in my district there are very few unions in which such a system would be acceded to by the guardians, or well administered by visitors, and where, even if set on foot, it would be permanently maintained. I shall try hard to get such aid established; but I should be sorry to rely on it, or allow others to do so, as any kind of effectual remedy for the evils inseparably inherent in a workhouse home for poor children.

General conclusion as to whether the result of the grant is satisfactory. Salaries to tradesmen in workhouses.

I cannot say that I think the parliamentary grant is applied otherwise than "according to its intention," with the exception of grants falling nominally under the category of "industrial training," which go to repay the guardians of particular unions, the salaries of their tailors, shoemakers, and bakers; who have in most instances been employed ever since the workhouses were organized, to supply the whole establishment with articles of clothing and food. These persons were not and are not engaged as industrial *instructors*, though boys often work under them; and I cannot think that the appropriation of money granted for salarizing school teachers can be legitimately applied to the provision of this food and clothing under the circumstances I have specified.

I entertain a strong opinion, that although the Parliamentary grant has been productive of great good in some respects, and that although the training and instruction of the children have been improved and rendered more practically useful than before, still that so many serious evils attach to their treatment and system of management,—that it cannot be said, without qualification, that the result of the grant is wholly satisfactory.

Reformatories and ragged schools.

I have nothing of any moment to add to the remarks I have made in former reports on what appears to me to be most of all requisite; namely, to take measures to compel all children who now frequent ragged schools, or are of a class to be sent there, to fall either into the independent schools, or the "industrial schools" which ought to be established under Mr. Adderley's Act. If these schools were started, and I would have it done compulsorily, a large number of the children now in workhouses might be far better provided for in them than in their present abodes.

The reformatories I have visited have been each specially reported on, and will now pass out of the province of my inspection.

I have the honor to be, &c.

JELINGER COOKSON SYMONS.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX No. 5.

DETAILED STATEMENT (UNDER COUNTIES) OF SUMS
EXPENDED FROM PARLIAMENTARY GRANTS.

APPENDIX, No. 5.

DETAILED STATEMENT (under Counties) of sums expended from Parliamentary Grants for Education in Great Britain, in BUILDING, ENLARGEMENT, IMPROVEMENTS, or FIXTURES of Elementary Schools; in SCIENTIFIC APPARATUS, BOOKS, MAPS, and DIAGRAMS; in AUGMENTATION of SALARIES of CERTIFICATED SCHOOLMASTERS and SCHOOLMISTRESSES, and in RETIRING PENSIONS to late TEACHERS of SCHOOLS under INSPECTION; in STIPENDS of ASSISTANT TEACHERS; in STIPENDS of PUPIL-TEACHERS, and GRATUITIES for their special instruction; in CAPITATION GRANTS; and in GRANTS to REFORMATORIES, and to SCHOOLS of INDUSTRY for industrial purposes;— between years 1833 and 1858, inclusive.

Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Privy Council on Education) are marked with an asterisk.

ENGLAND.

NOTE.—N.S. denotes that the School is in connexion with the National Society, or with the Church of England; B.S., with the British and Foreign School Society; Wes., Wesleyan Methodists' Conference; R.C., Roman Catholic Poor School Committee; Par., that it is a Parochial School; and P.U., a Parochial Union School.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Indus- trial Schools.
		Amount.	Date of Payment.						
BEDFORDSHIRE.									
Ampthill	N.S. 7	180 0 0	1845	1 6 6	74 3 4	-	338 17 6	48 15 0	
"	"	59 17 6	1853			*			
"	"	35 0 0	1858			*			
Ampthill	B.S. 4	150 0 0	1846	6 7 6	88 2 6	-	252 17 6	31 5 0	
"	"	40 0 0	1855			*			
Arlesey	N.S.	334 4 0	1857	2 8 5					
Aspley Guise	N.S. 7	202 0 0	1848	8 7 0	87 10 0	-	528 5 10	94 11 0	
"	"	40 10 0	1850						
"	"	9 0 0	1854						
"	"	13 0 0	1855						
Aspley Guise	B.S. 4	115 0 0	1849	2 0 10	48 15 0	-	298 2 6	40 11 0	
Barford, Great	N.S. 6	98 0 0	1856	2 13 10	-	-	-	9 16 0	
Biddenham	N.S.	45 0 0	1859						
"	"	65 0 0	1848						
Biggleswade	N.S.	150 0 0	1839						
"	"	90 0 0	1844						
Biggleswade	B.S. 3	115 0 0	1854	5 7 8	97 6 8	-	302 12 6	28 15 0	
Bletso	N.S.	100 0 0	1854						
Blunham	N.S.	52 0 0	1843						
Clophill	N.S.	50 0 0	1836						
Colmworth	N.S.	23 10 0	1841						
"	"	40 0 0	1845						
Cranfield	N.S. 8	48 6 0	1836	3 0 5	160 15 0	-	156 5 0	69 0 0	
"	"	40 0 0	1839						
Dunstable	N.S. 7	85 0 0	1839	1 8 8	79 15 0	-	78 3 4	45 0 0	
"	"	12 6 0	1846						
Dunstable	Wes. 6			7 0 0	61 6 4	-	196 0 10	61 13 0	
Dunton	Par.	213 0 0	1858						
Eaton Bray	N.S.	72 0 0	1842						
Eaton-Socoe	N.S. 3						2 10 0	26 4 0	
Eversholt	N.S.	80 0 0	1842	0 17 0					
Everton and Tets- worth	N.S.	42 0 0	1837						
Felmersham	N.S.	110 0 0	1846						
Harrold	N.S.	200 0 0	1847						
Henth and Reach	N.S.	80 0 0	1847						
Henlow	N.S. 7			4 2 6	17 10 0	-			
Hockliffe	N.S. 7	72 0 0	1845		69 10 0	-	388 9 3	52 16 0	
"	"	72 0 0	1854						

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of As- sistant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- format- ory and Indus- trial Schools.
	Amount.	Date of Payment.						
BEDFORDSHIRE—cont.								
Houghton Regis - N.S.	419 0 0	1837	2 4 9½					
Kempston - N.S.	130 0 0	1844						
Keysoe - N.S.	32 0 0	1841						
	10 0 0	1848						
Leighton Buzzard - B.S.	75 0 0	1840						
	10 0 0	1847						
	50 0 0	1847						
Luton - N.S. 8	143 0 0	1835	10 16 11½	120 19 2	-	423 13 4	78 18 0	
	50 0 0	1849						
	1329 0 0	1858						
Luton - Wes. 5			17 1 5½	18 6 8	-	395 6 8	40 6 0	
Marston Moretaine - N.S. 7	160 0 0	1848	9 6	245 11 8	-	417 14 2	47 18 0	
Maulden - N.S. 7	110 0 0	1850	1 12 8	15 0 0	-		11 0 0	
Meppershall - N.S.	40 0 0	1840						
Pavenham - Ch. of E. 7				10 0 0				
Poddington - N.S.	50 0 0	1842	1 8 8					
Pulloshill - N.S. 7	55 0 0	1845	1 13 4½	32 0 0	-	70 0 0	8 16 0	
	29 10 0	1854						
Ridgmont - Wes. 4			5 0 7½	16 10 0	-	192 6 8	13 7 0	
Ridgmont - Ch. of E. 3			1 7 7	17 10 0	-	2 10 0	6 16 0	
Risley - N.S.	37 10 0	1841						
	66 0 0	1849						
Shillington - N.S. 4	302 8 0	1857	2 19 6½	28 10 0	-	28 5 10	-	
Silsoe - Ch. of E. 6				41 1 8	-	48 16 8	35 18 0	
Staughton, Little - N.S.	50 0 0	1846						
Stotfold - N.S. 5	110 0 0	1844	1 19 11	13 6 8	-	38 13 4		
	45 0 0	1854						
	38 0 0	1855						
Stopsley - N.S.	232 4 0	1858						
Tebworth - N.S. 5	297 0 0	1835	2 10 5	25 0 0	-	53 16 8	29 2 0	
Toddington - N.S.	439 4 0	1855	5 7 0½	23 6 8	-	5 0 0	34 5 0	
Toddington - Wes. 3	477 4 0	1856	7 8 4	43 15 0	-	87 16 8	25 12 0	
Turvey, B. and G. - N.S. 8	341 0 0	1848	2 0 0	78 15 0	-	52 10 0	30 6 0	
Turvey, Infants - N.S.	66 10 0	1841						
Upend - N.S.	270 0 0	1855						
Westoning - N.S. 7	68 0 0	1841					7 12 0	
	17 5 0	1855						
	9 15 0	1857						
Wilden, Endowed - N.S.	101 5 0	1852						
Wilschamstead or - N.S.	111 0 0	1847						
Wilstead - N.S.			2 7 5	86 0 0	-	57 6 8		
Woburn, Free - B.S. 3			28 12 6					
Yelden - N.S.	45 0 0	1846						
" - N.S.	36 0 0	1847						
BERKSHIRE.								
Abingdon - B.S. 4			15 5 10	64 11 8	-	657 0 0	41 0 0	
Aldermaston - Ch. of E. 6				69 0 0	-	70 4 2	29 4 0	3 7 6
Appleton - N.S.	35 0 0	1837						
Arborefield - N.S.	35 0 0	1841						
Ascot Heath - N.S. 6	50 0 0	1854	3 1 5½	65 0 0	-	150 13 4	49 19 0	
" - N.S.	316 5 0	1857						
" - N.S.	19 0 0	1858						
Ashbury - N.S. 6						66 6 8		
Aston-Tyrol - N.S.	54 0 0	1847	1 0 4½					
Beech Hill - N.S. 5				16 6 8	-	5 0 0	3 2 0	
Beenham - N.S.	36 0 0	1841						
Berkshire Reformatory - 10								101 17 10½
Boxford - N.S.			2 4 10					
Bracknell - Ch. of E. 150 0 0		1855						
Bray - N.S. 1			3 13 0½	45 16 8	-	124 10 0	47 15 0	
Bray, Boyne Hill, Ch. S. 3			2 1 8½	10 8 4	-	2 10 0		
Bray and Holyport - N.S. 1	104 0 0	1848	1 8 6½	68 6 8	-	52 10 0	22 4 0	
" - N.S.	148 0 0	1858						
Brightwell - N.S. 5	46 0 0	1842	1 13 0½	84 13 4	-	174 6 8	43 12 0	
" - N.S.	5 18 8	1854						

a Scientific apparatus.

b The letter R denotes that the Grant was awarded under the Minute of 2 June 1856.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
BERKSHIRE—cont.								
Brimpton - Ch. of E.	5		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Buckland - N.S.	5	321 4 0	1858	-	18 6 8	-	25 0 0	13 12 0
Burghfield - N.S.	-	20 10 0	1844	-	-	-	-	35 8 0
Challow, East - N.S.	-	144 0 0	1856	-	-	-	-	-
Chieveley (North Heath) - N.S.	-	75 0 0	1840	-	-	-	-	-
Childrey - Wes.	4	160 0 0	1857	2 18 3	42 10 0	-	43 6 8	28 1 0
Cholsey - N.S.	7	62 0 0	1839	-	9 12 6	-	-	15 8 0
Clewley - N.S.	5	-	-	2 11 0	-	-	107 10 0	12 5 0
Coleshill (Earl of Rad- nor's School) -	5	-	-	-	21 5 0	-	-	1 10 0
Cookham Dean - N.S.	6	119 0 0	1847	2 11 5	68 16 8	-	365 11 8	63 9 0
Drayton - N.S.	-	6 9 0	1853	-	-	-	-	-
Earley - N.S.	4	124 0 0	1848	-	-	-	-	-
Faringdon, Infant -	-	-	-	1 3 7	15 0 0	-	15 0 0	11 18 0
Faringdon - Ch. of E.	5	-	-	-	13 6 8	-	24 13 4	25 5 0
Faringdon, Female School of Industry -	4	-	-	2 2 5	11 5 0	-	21 16 8	27 3 0
Fyfield - N.S.	5	-	-	-	3 6 8	-	5 0 0	5 0 0
Greenham - N.S.	-	-	-	1 0 0	-	-	-	-
Hampstead Norris - N.S.	-	-	-	1 4 3	-	-	-	-
Hamsey - N.S.	4	165 0 0	1848	1 0 8	-	-	-	-
Harwell - N.S.	-	50 0 0	1839	1 13 4	10 0 0	-	-	-
Hendred, West - N.S.	5	153 5 8	1854	4 14 3	76 5 0	-	77 1 8	18 3 0
Hermitage - N.S.	4	35 0 0	1841	1 7 2	-	-	18 15 0	2 10 0
Hinksey, North, Ch. of E.	5	133 0 0	1858	-	-	-	-	-
Hinton Waldrist - N.S.	5	30 0 0	1838	1 2 8	-	-	-	9 8 0
Hungerford - N.S.	6	-	-	-	-	-	12 1 8	11 19 0
Hurst and Ruscombe - N.S.	2	140 0 0	1844	-	-	-	-	9 0 0
Knowl Hill - N.S.	5	110 0 0	1847	1 6 8	-	-	-	37 15 0
Lambourne - Wes.	4	-	-	4 12 5	66 5 0	-	185 4 0	28 11 0
Lambourne - N.S.	5	106 0 0	1851	5 13 1	82 1 8	-	89 10 0	43 8 0
Langford - N.S.	-	243 0 0	1856	-	-	-	-	-
Letcombe Regis - N.S.	-	90 0 0	1847	1 2 1	-	-	-	-
Maidenhead - N.S.	5	166 4 0	1856	-	66 13 4	-	76 3 4	10 16 0
Newbury - N.S.	5	150 0 0	1845	2 17 6	-	-	-	-
Newbury - B.S.	3	133 0 0	1840	-	-	-	-	-
Newbury - Wes.	4	400 0 0	1856	9 12 7	137 5 0	-	280 0 0	37 7 0
Reading - B.S.	3	-	-	4 8 4	5 0 0	-	4 16 8	15 0 0
Reading, St. Giles' - N.S.	6	150 0 0	1838	26 17 1	283 8 4	-	1173 0 0	50 13 0
Reading, St. John's, Infants - N.S.	6	-	-	-	16 13 4	-	-	8 3 0
Reading, St. Law- rence's - Par.	6	250 0 0	1854	6 3 4	62 3 4	-	169 6 8	47 6 0
Reading, St. Mary's - N.S.	6	120 0 0	1855	4 4 8	21 5 0	-	264 16 8	58 9 0
Reading, St. Mary's Epis. Chapel - N.S.	5	-	-	6 16 8	66 0 0	-	72 13 4	34 2 0
Sparsholt - N.S.	-	40 0 0	1839	-	-	-	-	-
Speen - Par.	6	293 0 0	1857	2 11 4	242 15 10	-	315 3 4	85 16 0
Stamford in the Vale - N.S.	5	36 8 10	1858	-	-	-	-	-
Steventon - N.S.	5	20 0 0	1844	0 19 10	-	-	-	9 0 0
Sunningdale - N.S.	6	40 0 0	1841	-	-	-	-	-
" - N.S.	-	38 0 0	1842	6 7 8	79 15 0	-	326 15 10	45 7 0
" - N.S.	-	8 0 0	1848	-	-	-	-	-
" - N.S.	-	5 0 0	1850	-	-	-	-	-
" - N.S.	-	110 0 0	1854	-	-	-	-	-
Swallowfield - Ch. of E.	5	350 0 0	1855	-	-	-	-	-
Thatcham - B.S.	10	125 0 0	1847	1 3 4	18 0 0	-	104 0 10	-
Thatcham - N.S.	5	9 1 10	1848	-	-	-	-	-
Uffington - N.S.	5	225 0 0	1846	2 13 4	43 15 0	-	79 3 4	34 4 0
Wallingford - N.S.	5	80 0 0	1852	-	-	-	-	-
Wantage, St. Peter's and St. Paul's - N.S.	6	-	-	7 19 4	90 0 0	-	146 16 8	28 15 0
Wantage - Wes.	4	-	-	-	121 5 0	-	421 5 10	121 8 0
Wargrave-Piggott - N.S.	3	310 0 0	1858	10 3 4	11 5 0	-	395 5 0	51 13 0
Welford and Wick- ham - N.S.	5	-	-	5 0 0	53 6 8	-	69 5 0	9 4 0
Welford and Wick- ham - N.S.	5	-	-	-	40 10 0	-	5 0 0	6 16 0

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	Amount.	Date of Payment.						
BERKSHIRE—cont.								
Welford - N.S.	296 0 0	1858	2 1 0					
Windsor, New - B.S. 1	245 0 0	1842	9 11 0	56 0 0	-	298 10 0	48 0 0	
	17 6 8	1854						
Windsor, New - N.S. 6	10 0 0	1848	27 5 3	191 10 0	53 6 8	1,341 1 8	76 3 0	
Windsor, Old - N.S. 5	-	-	3 12 10	46 6 8	-	210 0 0	31 10 0	
Windsor, St. Mark's - N.S. 6	-	-	5 12 3	259 16 8	-	322 0 0	0 0 0	
Windsor Park, Royal - N.S. 6	-	-	2 10 0	189 0 0	-	691 17 6		
Windsor, St. Ann's - N.S. 6	274 5 4	1856	2 10 0	71 3 4	-	119 16 8	12 10 0	
Windsor - P.U. 2	-	-	-	-	-	32 2 6		
Winkfield, Industrial - N.S. 6	*70 0 0	1839	4 7 6	180 0 0	-	153 15 0	46 0 0	4 10 0
Wittenham, Long - N.S.	180 10 0	1858						
Wokingham - B.S.	*125 0 0	1841						
Wytham - N.S. 5	-	-	-	33 6 8	-	15 0 0	14 0 0	
BUCKINGHAMSHIRE.								
Aston Clinton - N.S.	96 0 0	1849						
Aylesbury - N.S. 5	190 0 0	1847	3 17 10	120 1 8	-	364 16 8	48 11 0	
	21 0 0	1855						
Aylesbury - B.S. 3	-	-	4 10 10	-	-	236 0 0		
Beachampton - N.S. 6	-	-	1 15 10	-	-	92 1 8		
Beaconsfield - B.S. 1	-	-	-	-	-	53 19 2		
Bierton - N.S. 6	97 0 0	1849	1 1 2	-	-	52 10 0		
Bletchley - N.S. 6	*50 0 0	1840						
Brickhill, Little - N.S. 6	44 0 0	1841						
Buckingham - N.S. 6	211 6 4	1857	-	115 16 8	-	65 0 0	24 15	
Chalfont, St. Peter's - N.S. 5	70 0 0	1848	-	5 0 0	-	5 0 0		
	42 17 6	1848						
Cheddington - Ch. of E. 5	-	-	-	42 10 0	-	-	12 15 0	
Chesham, B.G. & I. - N.S. 6	200 0 0	1846	-	10 16 8	-	-	2 0 0	
	54 0 0	1851						
Claydon Park - N.S.	-	-	3 6 8	-	-			
Claydon, Middle - N.S. 6	-	-	-	42 5 0	-	138 15 0	40 4 0	
	-	-	-	263 6 8	-			
Colnbrook and Horton - N.S.	-	-	-	-	-			
Boys - N.S. 5	215 0 0	1846	0 12 2	92 6 8	-	279 16 8	67 13 0	
	15 0 0	1856						
Colnbrook and Horton, Girls and Infants - N.S.	395 0 0	1858						
Crawley, North - N.S.	50 0 0	1845						
Cuddington - N.S.	75 0 0	1846						
Datchet - N.S. 5	-	-	4 9 9	42 3 4	-	416 2 6	15 14 0	
Drayton Beauchamp - N.S.	60 0 0	1845						
Dunton - N.S.	25 0 0	1842						
Eton - P.U.	-	-				23 0 0		
Farnham-Royal - N.S. 5	-	-	4 15 3	18 15 0	-	-	42 3 0	
Fulmer - N.S.	50 0 0	1844	2 1 8					
	50 0 0	1855						
Granborough - N.S.	90 0 0	1854						
Haddenham - B.S.	70 0 0	1851						
Hambleton - N.S. 5	-	-	2 6 4	16 5 0	-	23 15 0	18 19 0	
Hulcott - N.S.	87 0 0	1856						
	44 0 0	1858						
Iver, Boys - N.S. 6	102 0 0	1849	-	59 10 0	-	131 5 0	22 10 0	
Iver, Girls & Infants - N.S. 6	100 0 0	1847	-	58 13 4	-	68 11 8	50 3 0	
Kimble, Great - N.S. 5	-	-	-	-	-	-	12 0 0	
Langley Marsh - N.S. 7	72 0 0	1848	2 5 10	57 10 0	20 0 0	117 10 0	18 3 0	
Lavendon - N.S.	*49 0 0	1858						
	78 0 0	1853						
Leckhamstead - N.S. 5	*60 0 0	1839	-	21 10 0	-	-	6 12 0	
Lee-Common - N.S.	50 0 0	1848						
Linslade - N.S. 5	198 0 0	1849	8 13 6	-	-	5 0 0	27 2 0	
Ludgershall - N.S.	93 0 0	1847	2 8 2	-	-	-	-	
Marlow, Great - N.S. 6	-	-	6 16 8	154 11 8	-	319 16 8	71 12 0	
Marlow - B.S.	-	-	1 8 2					
Marsh Gibbon - N.S.	120 0 0	1849	0 8 8					
	40 0 0	1851						

Scientific apparatus.

b Retiring pension.

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	Amount.	Date of Payment.						
BUCKINGHAMSHIRE— cont.								
Marston, North - N.S.	*60	0 0	1835					
Marsworth - N.S. 5	45	0 0	1842	-	-	-	1 10	0
Mursley - N.S.	*25	0 0	1835	-	-	-	-	-
Nash - N.S. 5	276	0 0	1857	-	-	2 10	0	3 1 3
Newport Pagnell - B.S.	*90	0 0	1838	-	-	-	-	-
Newport Pagnell - N.S. 7				-	-	-	4 16	0
Obney - N.S. 3	176	0 0	1848	1 6 7	11 13 4	-	7 10	0
Quainton - N.S.				1 16 8½		-		
Risborough, Prince's N.S.	105	0 0	1842					
- N.S.	35	0 0	1844					
Risborough, Prince's B.S. 3	153	0 0	1848	-	-	152 10	0	25 3 0
Stoke Goldington - N.S.	72	0 0	1840					
Stoke Hamond - N.S.	38	0 0	1844					
Stoke Mandeville - N.S.	60	0 0	1845	1 0 0				
Stoke Pogis - N.S. 5	95	0 0	1843	4 5 10	91 5 0	343 18 4	36 7 0	
Stony Stratford - N.S. 6						15 0 0	23 10 0	
Taplow - N.S. 5	74	0 0	1849	1 13 1½	50 0 0	3 15 0	29 15 0	
- N.S.	92 12	0 0	1855					
Thornborough - N.S.	42	0 0	1842					
Towersey - N.S.	60	0 0	1849					
Tyler's Green - N.S.	51	0 0	1844					
Upton-cum-Chalvey, N.S. 6	64	0 0	1842	0 13 11½	139 11 8	493 5 0	42 17 0	
- N.S.	290 15	0 0	1853					
- N.S.	5 4	0 0	1855					
Waddesdon - N.S. 6	119	0 0	1849	2 14 10½	87 19 2	201 11½	65 0 0	
Waddesdon - B.S. 9	121	0 0	1847	6 5 1½	49 10 0	318 0 0	7 9 0	
Walton - N.S. 6				2 2 6½	45 7 6	79 11 8	55 9 0	
Walton and Woughton, N.S. 7				0 16 8½			2 12	0
Wendover - N.S. 6				2 5 10	15 0 0			
Whaddon - N.S. 6	28	0 0	1842				7 8	0
Whitchurch - Wes. 3	170	0 0	1850	5 1 2	37 16 8	380 6 8	56 15 0	
Wing - N.S. 5				0 0 0½	30 10 0		4 17	0
Winslow - N.S. 6	*80	0 0	1840	3 13 11		119 3 4	55 14 4	
- N.S.	8 7 8		1849					
- N.S.	18 10	0 0	1854					
Woburn Sands - N.S. 7				2 11 4½	5 6 8	45 0 0	23 17 0	
Wolverton, New - B.S. 4					78 10 10	155 10 0	43 7 0	
Wolverton Station - B.S.				4 19 9½				
Woburn - N.S. 6	150	0 0	1852	1 3 5½	6 5 0	6 5 0	13 11	0
- N.S.	50	0 0	1852					
Wycombe - P.U. 12						20 0 0		
Wycombe, High - B.S. 6	*400	0 0	1835			840 4 2		
- N.S.	9 7 8		1848					
- N.S.	54	0 0	1863					
Wycombe, High - N.S. 6	1176	0 0	1855	3 9 0	77 6 8	16 5 0	27 0 0	
CAMBRIDGESHIRE.								
Aldreth-in-Hadden- ham, Daily and Sunday S. -	*20	0 0	1836					
Barton, Sunday S. -	15	0 0	1844					
Bassingbourne - N.S.	*60	0 0	1836					
Bassingbourne - B.S.	*60	0 0	1838					
Bottisham - N.S.	100	0 0	1840					
- N.S.	50	0 0	1847					
Brinkley - N.S.	65	0 0	1845					
Burwell - B.S. 3	80	0 0	1847		11 13 4	2 10 0		
Cambridge, Barn- well - N.S. 4	*210	0 0	1838	17 7 4	176 9 2	1,640 19 2	27 16 0	
- N.S.	100	0 0	1848					
- N.S.	64 2 8		1852					
- N.S.	16	0 0	1856					
Cambridge (King Street) - N.S. 4	178	0 0	1855	10 4 8½	77 5 0	441 15 0	51 3 0	
- N.S.				-	640 0 0			

a Retiring pension.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.
		Amount.	Date of Payment.						
CAMBRIDGESHIRE—cont.		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cambridge, Indus- trial - - - N.S. 4		106 10 0	1851	- - -	- - -	- - -	- - -	- - -	208 8 0
" - - - N.S. 4		95 0 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
Cambridge, St. Giles' N.S. 4		- - -	- - -	- - -	3 10 0	- - -	339 15 0	22 5 0	- - -
Cambridge, St. Paul's (Russell Street) - N.S. 4		300 0 0	1845	15 17 0½	214 19 2	- - -	1,538 9 2	86 10 0	- - -
" - - - " - - -		55 18 8	1851	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -		100 0 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
Cambridge, St. Paul's (Union Road), Infants N.S.		100 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -		1 15 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
Cambridge " - - - B.S. 2		250 0 0	1840	12 4 5½	87 1 8	- - -	1,331 5 0	19 1 0	- - -
" - - - " - - -		11 6 0	1843	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -		100 0 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -		114 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Cambridge, St. Peter's (Castle End) N.S. 4		21 0 6	1854	9 6 9½	63 15 0	- - -	332 5 0	32 0 0	- - -
Cambridge, Church School- masters' Association		- - -	- - -	5 5 7	- - -	- - -	- - -	- - -	- - -
Cambridge, Found Hill, Infants Ch. S.		33 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Caxton - - - N.S.		201 12 0	1853	1 3 4½	- - -	- - -	- - -	- - -	- - -
Chatteris, Boys - B.S. 3		- - -	- - -	- - -	- - -	- - -	- - -	5 2 0	- - -
Chatteris, Infants, Ch. of E. 3		70 0 0	1845	- - -	63 18 4	- - -	200 3 4	48 15 0	- - -
Chatteris, Girls' School - 3		- - -	- - -	- - -	12 16 8	- - -	37 6 8	18 10 0	- - -
Chatteris, Slade Lodge, Inf. Bagged School		157 0 0	1858	- - -	- - -	- - -	- - -	- - -	- - -
Chesterton - - - N.S.		144 0 0	1844	2 4 2½	- - -	- - -	- - -	- - -	- - -
Comberton - - - N.S. 4		75 0 0	1846	1 15 0	60 0 0	- - -	185 0 0	23 8 0	- - -
" - - - " - - -		4 16 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -		31 40 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Conington - - - N.S.		26 10 0	1842	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -		26 10 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
Coton - - - N.S.		49 0 0	1843	- - -	- - -	- - -	- - -	- - -	- - -
Croydon - - - N.S.		254 0 0	1853	- - -	- - -	- - -	- - -	- - -	- - -
Ditton, Fen - - - N.S.		70 0 0	1844	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -		27 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
Ditton, Wood - - - N.S.		133 0 0	1840	- - -	- - -	- - -	- - -	- - -	- - -
Duxford - - - N.S. 3		9 0 0	1848	1 2 7½	60 5 0	- - -	270 10 10	8 7 0	- - -
" - - - " - - -		168 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Elsworth - - - N.S.		187 0 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
Ely - - - N.S. 4		27 15 4	1850	16 16 4½	107 7 6	- - -	451 0 10	51 12 0	- - -
Fordham - - - N.S.		163 0 0	1840	- - -	- - -	- - -	- - -	- - -	- - -
Gamlingay - - - N.S.		160 0 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
Gransden, Little - N.S.		95 0 0	1843	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -		37 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Guilden Morden - N.S. 4		150 0 0	1850	4 18 11½	38 10 0	- - -	310 0 0	25 1 0	- - -
Haddenham - - - B.S. 2		- - -	- - -	8 0 10½	11 5 0	- - -	223 7 6	3 18 0	- - -
Haddenham, Girls' Industrial - - - N.S. 2		- - -	- - -	4 15 7½	- - -	- - -	- - -	- - -	42 0 0
Horningsay - - - N.S.		40 10 0	1842	- - -	- - -	- - -	- - -	- - -	- - -
Impington - - - N.S.		55 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
Isleham - - - N.S. 3		230 0 0	1849	- - -	44 3 4	- - -	65 4 2	- - -	- - -
Linton - - - N.S. 4		- - -	- - -	7 6 10½	73 15 0	- - -	349 19 2	55 9 0	- - -
Littleport - - - N.S. 2		400 0 0	1847	8 11 1	98 16 8	- - -	150 8 4	72 17 0	- - -
" - - - " - - -		64 13 4	1853	- - -	- - -	- - -	- - -	- - -	- - -
Madingley - - - N.S.		50 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
March - - - N.S. 3		- - -	- - -	5 4 7	- - -	- - -	137 6 8	- - -	- - -
March, Infants - N.S. 3		- - -	- - -	- - -	11 13 4	- - -	15 0 0	31 5 0	- - -
Meibourne (Ayliffe's) Ch. of E.		90 0 0	1854	- - -	- - -	- - -	- - -	- - -	- - -
Oakington - - - N.S.		30 0 0	1838	- - -	- - -	- - -	- - -	- - -	- - -
Over - - - N.S. 3		111 5 0	1844	1 19 0	- - -	- - -	151 14 2	10 8 0	- - -
" - - - " - - -		4 16 8	1847	- - -	- - -	- - -	- - -	- - -	- - -
Over - - - B.S. 2		- - -	- - -	- - -	- - -	- - -	- - -	6 5 0	- - -
Papworth, St. Agnes Ch. of E.		- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Prickwillow - - - N.S.		- - -	- - -	2 19 1	- - -	- - -	- - -	0 17 0	- - -

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assis- tant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- form- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
CAMBRIDGESHIRE—cont.								
Bampton - - - N.S.	36 0 0	1846						
Sawston - - - N.S.	48 0 0	1842						
Shelford, Great - N.S.	4 2 0	1842						
" " " " " N.S.	31 0 0	1843						
" " " " " N.S.	40 0 0	1843						
Soham - - - N.S. 2	473 0 0	1853	- -	16 5 0	- -	32 10 0	16 8 0	
Stapleford - - - N.S.	102 0 0	1847						
Swaffham-Bulbeck - N.S.	54 0 0	1841						
Swavesey - - - N.S. 4	100 0 0	1842	3 18 42	59 16 8	- -	390 13 8	14 2 0	
" " " " " N.S.	5 0 0	1847						
" " " " " N.S.	123 0 0	1849						
" " " " " N.S.	93 0 0	1853						
Thorney Abbey - N.S. 3			2 18 4	234 5 0	131 5 0	481 0 10	35 9 0	
Toft and Caldecote - N.S. 4	*25 0 0	1835	1 15 44		- -	70 12 6		
Trumpington - - N.S. 4	60 0 0	1844	2 16 6	73 15 0	- -	156 10 0	76 14 0	
" " " " " N.S.	43 10 0	1849						
" " " " " N.S.	18 0 0	1854						
" " " " " N.S.	176 0 0	1853						
Tyd, St. Ghes' - N.S.			2 11 4					
Waterbeach - N.S.			1 16 24					
Whittlesea, St. Mary's and St. Andrew's N.S. 3	190 10 0	1851	12 11 5	114 1 8	- -	267 5 10	25 11 0	
" " " " " N.S.	200 0 0	1852						
Wilbraham, Little - N.S.	32 10 0	1850						
Wilburton - - - N.S. 3	*29 0 0	1839	1 5 01	17 10 0	- -	17 10 0	9 9 0	
" " " " " N.S.	216 0 0	1855						
Willingham - - - B.S. 3			5 0 04	22 0 0	- -	7 0 0	14 1 0	
Wisbeach, St. Peter's - N.S. 4	34 18 10	1853	4 16 54	157 10 0	- -	626 16 8	16 0 0	
" " " " " N.S.	17 6 0	1856	29 10 0		- -			
Wisbeach, Boys - B.S. 7	160 0 0	1841	13 0 104	69 5 0	- -	349 0 0	61 0 0	
" " " " " N.S.	21 13 4	1854						
" " " " " N.S.	37 0 0	1855						
Wisbeach, Girls - B.S. 7	150 0 0	1840	3 15 64	5 0 0	- -	58 10 0	32 5 0	
Wisbeach, Infants - B.S. 7				6 0 0	- -		6 0 0	
Witchford - - - N.S.			1 4 64		- -	5 0 0		
CHESHIRE.								
Acton - - - N.S. 6	315 0 0	1845	22 7 74	212 6 8	- -	1,315 2 1	140 16 0	96 3 10
" " " " " N.S.	165 0 0	1850						
" " " " " N.S.	102 13 4	1856						
Alderley, Endowed, Boys of Alderley) - Ch. of E. 9			1 1 8					
Alderley, Over - - N.S.			1 13 44	16 13 4	- -		6 19 0	
Alderley Edge - - N.S.	25 0 0	1842	1 2 3		- -		4 7 0	
Altrincham and Bow- don Downs - - - B.S. 12			2 13 9	56 3 4	- -	20 16 8	19 1 0	
Antrobus - - - N.S.			4 6 84	62 10 0	- -	297 5 0	23 8 0	
Appleton - - - N.S. 5	50 0 0	1844	1 8 7	12 10 0	- -		5 11 0	
Arley, Middle - - N.S. 5			3 6 84	78 0 0	- -			
Asbury - - - N.S. 6	116 0 0	1842	3 5 44	204 1 8	- -	247 15 0	118 14 0	13 0 0
" " " " " N.S.	150 0 0	1855						
Audlem - - - N.S. 11	65 10 0	1846		26 5 10	- -	8 15 0	10 11 6	
" " " " " N.S.	3 8 0	1849						
Audlem, Boys - - Par.			1 5 84					
Backford - - - N.S.	100 0 0	1845						
Barnston - - - N.S. 5	226 0 0	1845	5 14 64	37 8 4	- -	256 11 8	86 5 0	
Barthomley - - - N.S.	152 0 0	1849		30 0 0	- -			
Behington, Lower - N.S.	*75 0 0	1836		15 0 0	- -			
Bickerton - - - N.S.	45 0 0	1842						
" " " " " N.S.	30 0 0	1844						
" " " " " N.S.	1 8 0	1845						
Bidstone - - - N.S. 7	*53 0 0	1839	2 6 34	36 5 0	- -	32 10 0	17 19 0	
" " " " " N.S.	53 0 0	1855						

a Scientific apparatus.

Schools aided by Parliamentary Grants.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
CHESHIRE—cont.								
Birkenhead, Holy Trinity - N.S. 7	306 0 0	1844	15 15 5½	246 18 4	-	589 6 8	36 16 0	
" " " "	120 0 0	1846						
" " " "	56 0 0	1855						
" " " "	20 0 0	1856						
Birkenhead, Trinity Ragged S. - 7	400 0 0	1852		45 10 0	-	58 0 0	23 10 0	
" " " "	100 0 0	1852						
Birkenhead, St. Anne's N.S. 6	262 0 0	1850	1 19 11½	6 5 0				
Birkenhead, St. John's N.S. 7	480 0 0	1847	8 4 0	185 0 0	-	488 16 8	30 10 0	
Birkenhead (Argyle Street), Infants - N.S.	-	-	1 10 10½					
Birkenhead, Back (Chester Street) - N.S.	-	-	1 1 3					
Birkenhead (Market Street) - N.S.	-	-	1 10 10½					
Birkenhead, Priory Street - N.S.	-	-	2 7 7					
Birkenhead, St. Werburgh's - R.C. 6.	-	-	5 0 1	59 18 4	-	160 0 0	50 9 7	
Birkenhead, St. Mary's W.G.	1,101 0 0	1857						
Birkenhead " - Wes. 11	954 0 0	1858	8 0 8	8 5 0				
Bollington " - N.S. 10	250 0 0	1850	18 3 8	267 10 0	108 15 0	584 6 8	205 13 6	
" " " "	50 0 0	1852	28 13 4					
" " " "	324 0 0	1856						
" " Night School 10	-	-				10 0 0		
Bollington, Wes. 4	256 0 0	1858	13 8 4½	79 2 6	-	236 15 0	134 70 0	
Bollington Cross - N.S. 10	241 0 0	1845	8 17 1¼	34 17 6	21 13 4	29 0 0	49 15 0	
Bollington, nr. Rostherne, Ch. of E. 11	197 0 0	1858		12 10 0	-		6 0 0	
Bosley " - N.S.	-	-	2 7 5½					
Boughton, St. Paul's N.S. 4	661 4 0	1858		39 7 6	-	14 15 0	30 8 9	
Bowden " - N.S. 11	162 0 0	1858	2 16 8½	120 10 0	-	59 8 4	24 12 0	
Bradwell Reformatory - 10	-	-	1 13 4½					85 4 0
Bredbury, St. Mark's N.S.	322 10 0	1850	3 6 8					
Brighton, New N.S. 8	-	-	6 13 4½	97 16 8	-	62 10 0	20 0 0	
Broken Cross, St. Thomas' - N.S. 9	59 0 0	1849		31 16 8	-		15 9 0	
" " " "	41 0 0	1857						
Budworth, Great, Ch. of E. 6	540 0 0	1858		18 6 8	-	12 10 0		
Buglawton " - N.S. 7	230 0 0	1844	5 13 9½	108 10 0	-	100 0 0	41 9 0	
" " " "	3 0 0	1853						
" " Night School	-	-						
" " N.S. 10	-	-				12 12 6		
Bunbury, Endowed N.S. 11	50 0 0	1857	2 10 0½	58 10 0	-	68 0 0	23 77 0	
Carrington " - N.S. 11	-	-	2 0 0	130 12 6	-		9 12 0	
Cheadle " - N.S. 7	*90 0 0	1837	4 7 6	97 10 0	-	195 0 0	61 6 0	
Chester, Ch. Ch. - N.S. 4	150 0 0	1842	6 10 3½	27 3 4	-	18 15 0	6 20 10	
" " " "	7 12 0	1849						
" " " "	21 0 0	1856						
Chester Consolidated, Girls' School - 4	-	-	1 11 7½	2 10 0				
Chester, Grosvenor, St. John's - N.S. 4	-	-	4 3 4½	100 0 10	-	171 15 0	35 18 0	
Chester, Model School - 5	200 0 0	1845	6 19 2½	139 18 4	-	158 11 8	12 12 0	
Chester, Ragged and Industrial - 2	-	-						166 3 0
Chester, St. Mary's N.S. 6	516 0 0	1847	12 5 3½	102 11 4	-	161 5 0	50 1 8	
" " " "	4 13 0	1848						
" " " "	172 0 0	1837						
Chester, St. Oswald's N.S. 4	170 0 0	1856	4 16 0½	108 15 0	-	415 6 8	45 1 8	
Chester, St. Werburgh's - R.C. 6	-	-	5 0 0	27 10 0	-	12 1 8	8 14 6	
Christleton Par. 6	268 16 0	1857	5 4 2½	127 5 0	-	152 10 0	54 9 0	
Clutton " - N.S.	*50 0 0	1838	1 0 0					
Coalbrook " - N.S.	30 0 0	1848						

a' Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of As- sist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- form- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
CHESHIRE—cont.								
Congleton, St. James' N.S. 2	300 0 0	1846	11 2 5	150 11 8	87 1 8	712 2 6	85 17 9	
" " " " " " " "	12 5 0	1849						
" " " " " " " "	52 1 8	1852						
" " " " " " " "	4 0 0	1852						
" Night School, N.S. 9	-	-	-	-	-	23 2 6		
Congleton, St. Peter's N.S. 9	-	-	8 14 8	-	-	162 0 0	6 6 0	
Congleton, St. Stephen's N.S. 9	367 0 0	1849	6 0 6	13 18 4	-	34 3 4	13 17 6	
Congleton, Wagg Street Wes. 3	-	-	2 2 0	72 10 0	-	115 6 8	22 18 4	
Coppenhall " N.S. 7	36 0 0	1843	-	5 0 0	-	15 0 0	10 4 0	
" " " " " " " "	17 6 8	1856	-	-	-	-	-	
Orange, Blue Coat " N.S. 11	-	-	2 3 3	33 0 0	-	66 19 2	16 6 6	
Crore " N.S. 8	-	-	16 11 5	413 15 0	-	1,842 19 2	214 17 10	
Crore " B.C. 6	-	-	3 11 8	30 5 0	-	85 15 0	33 3 9	
Crore Green " Ch. of E. 8	-	-	-	8 15 0	-	15 0 0	23 6 0	
Dane Bridge " N.S. 5	529 4 0	1855	5 12 0	50 0 0	-	106 6 8	49 6 2	
Davenham " N.S. 5	864 0 0	1857	4 9 4	63 16 8	-	131 5 0	52 2 0	
Belamere Forest " N.S. 4	150 0 0	1847	-	48 2 6	-	45 16 8	8 16 4	
" " " " " " " "	28 0 0	1855	-	-	-	-	-	
Dukinfield, Factory B.S. 10	-	-	19 9 4	-	-	440 19 2	46 11 0	
Dukinfield, Moravian School " 11	352 2 6	1853	4 13 1	169 0 0	-	404 0 10	60 17 0	
Dukinfield, St. John's N.S. 9	660 0 0	1845	21 4 4	108 16 8	8 6 8	973 9 2	82 4 6	
" " " " " " " "	14 17 6	1856	-	-	-	-	-	
Dukinfield, St. Mark's N.S. 7	406 0 0	1848	3 19 1	138 17 6	111 18 4	478 17 6	80 12 9	
" " " " " " " "	2 7 0	1848	-	-	-	-	-	
" " " " " " " "	42 0 0	1850	-	-	-	-	-	
" " " " " " " "	56 13 4	1855	-	-	-	-	-	
" " " " " " " "	107 10 0	1857	-	-	-	-	-	
" Night School " N.S. 10	-	-	-	-	16 13 4	-	-	
Dukinfield, St. Mark's, "Lower," Infants, N.S. 11	113 0 0	1850	-	-	-	-	-	
Dunham Massey, St. Margaret's " N.S. 11	756 0 0	1858	5 15 8	26 13 4	-	-	1 6 7	
Eastham " N.S. 7	316 1 1	1855	1 14 6	4 2 6	-	3 15 0	7 1 9	
Ellesmere, Port " N.S. 11	45 0 0	1845	-	30 0 0	-	-	3 5 0	
Elworth " N.S. 8	80 0 0	1849	-	-	-	-	-	
Faddley " N.S. 4	124 0 0	1850	1 0 0	-	-	-	-	
Flockersbrook " N.S. 4	-	-	-	139 17 6	-	311 11 8	42 10 0	
Frodsham, Endowed Grammar School " 4	4 9 4	1843	-	67 10 0	-	160 5 0	26 1 0	
Frodsham, G. & L. N.S. 4	100 0 0	1837	5 18 3	119 3 4	-	262 15 10	33 2 6	
" " " " " " " "	73 10 0	1852	-	-	-	-	-	
" " " " " " " "	26 0 0	1852	-	-	-	-	-	
Godley-cum-Newton Green " N.S. 8	456 0 0	1849	6 10 10	8 15 0	-	79 3 4	23 17 0	
" " " " " " " "	17 0 0	1858	-	-	-	-	-	
Goostrey " N.S. 7	360 0 0	1857	-	27 10 0	-	-	13 3 0	
Grappenhall " N.S. 5	156 0 0	1846	5 15 11	233 6 8	-	770 1 8	129 13 10	
" " " " " " " "	12 0 0	1847	-	-	-	-	-	
" " " " " " " "	35 0 0	1851	-	-	-	-	-	
" " " " " " " "	45 0 0	1855	-	-	-	-	-	
Halton " Par. N.S. 5	-	-	6 2 0	44 0 0	-	112 10 0	21 19 0	
Halton " Night School, N.S. 5	-	-	-	-	-	6 0 0	-	
Handforth " N.S. 8	175 0 0	1845	1 13 4	-	-	100 0 0	10 5 0	
Handley " Ch. of E. 4	-	-	-	-	-	-	4 5 0	
Hartford " N.S. 11	79 0 0	1834	3 14 2	16 5 0	-	-	37 3 0	
" " " " " " " "	50 0 0	1853	-	-	-	-	-	
" " " " " " " "	21 17 0	1853	-	-	-	-	-	
Haslington " N.S. 5	-	-	1 1 4	-	-	-	5 6 0	
Helsby " N.S. 11	100 0 0	1847	-	-	-	-	-	
Henbury " Ch. of E. 9	-	-	-	27 10 0	-	-	12 5 0	

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teachers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
CHESHIRE—cont.								
Hollingsworth - N.S. 11	222 0 0	1846	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
	18 0 0	1856	3 19 14	-	-	-	25 3 0	
Hoyle Lake - N.S. 7	70 0 0	1844	3 18 2	31 10 0	-	230 5 0	26 12 10	
" " " "	9 8 6	1854						
" " " "	68 10 8	1854						
" " " "	109 0 0	1856						
Hulme Walfield - N.S. 9	-	-					6 7 0	
Hurdsfield, Upper - N.S. 10	400 0 0	1841	7 6 04	13 10 0	-	236 10 0	17 16 0	
" " " "	50 0 0	1844						
" " " "	20 0 0	1845						
Hurdsfield, Lower, - N.S. 10	350 0 0	1845	5 2 24	108 2 6	50 0 0	339 13 4	56 0 0	
Infants - N.S. 10	6 8 0	1851						
" " " "	19 6 0	1856						
Hurdsfield - Night S. 10	-	-				28 0 0		
Huxley - N.S. 7	54 0 0	1851	1 10 04	-	-			
Hyde, Flowery Field School - N.S. 2	-	-	10 16 54	49 0 0	-	50 18 4	28 15 0	
Hyde, St. George's - N.S. 7	*300 0 0	1856	2 19 104	38 16 8	-	52 1 8	45 7 3	
Hyde, St. Paul's - R.C. 6	-	-					22 13 0	
Kelsall, St. Philip's - N.S. 8	60 0 0	1846	1 9 94	-	-			
Kettleshulme - N.S. 8	207 0 0	1856	2 18 11	-	-			
Kingley - N.S. 8	120 0 0	1847						
" " " "	59 5 0	1853						
Knutsford - Par. 11	-	-	1 5 94	42 10 0	-	63 0 0	45 1 0	
Knutsford, Lady Egerton's - Ch. of E. 11	-	-	-	7 10 0	-			
Latchford, Infant - N.S. 8	100 0 0	1844						
" " " "	15 16 0	1854						
Lawton (Church), - N.S. 6	12 13 4	1856	0 18 8	52 10 0	-	-	20 8 0	
Boys - N.S. 6	-	-						
Lawton (Church), - N.S. 5	105 0 0	1844	6 6 44	20 0 0	-	657 18 4	70 7 0	26 5 0
Girls and Infants - N.S. 5	*35 0 0	1839	1 13 34	-	-			
Lees - N.S. 5	45 0 0	1842					5 5 0	
Leftwich, Infants - N.S. 5	-	-					2 19 0	
Legh, High - Ch. of E. 11	-	-		6 5 0	-			
Leighton and Min- shull Vernon - N.S. 8	21 0 0	1846	5 3 94	-	-	183 13 4		
" " " "	78 0 0	1850						
Liscard - N.S. 7	150 0 0	1843	3 4 64	118 16 8	-	32 10 0	24 12 0	
Liscard, St. Alban's - R.C. 6	-	-	4 15 1	25 13 4	-	6 5 0	28 7 10	
Lostock Gralam - N.S. 6	120 0 0	1852	2 0 9	85 0 0	-	171 11 8	41 14 0	
Lynn - N.S. 6	-	-	2 16 24	82 10 0	-	100 0 0	36 4 0	
Macclesfield, Ch. - N.S. 10	200 0 0	1841	13 0 54	186 10 0	-	516 5 0	39 2 10	
" " " "	175 0 0	1846	210 0 0					
" " " "	14 0 0	1846						
" " " "	56 17 44	1856						
Macclesfield, Ch. Ch. (Crompton Road) - N.S. 10	232 0 0	1850	4 0 94	28 17 6	-	32 10 0	41 8 0	
" " " "	21 6 8	1857						
Macclesfield, Old Church, or Town - N.S. 11	34 0 0	1846	13 1 3	247 10 0	48 15 0	585 0 0	41 13 0	
" " " "	20 0 0	1847						
" " " "	22 0 0	1856						
Macclesfield, St. Peter's - N.S. 9	405 0 0	1846	-	16 5 0	-	-	2 17 0	
" " " "	31 8 4	1856						
Macclesfield, St. Alban's - R.C. 6	-	-	11 15 14	16 10 0	-	177 0 10	10 10 0	
Macclesfield, St. Paul's - N.S. 10	417 0 0	1851	6 14 54	82 0 0	-	173 0 0	39 1 0	
" " " "	6 2 8	1856						
" " " "	16 6 0	1857						
Malpas (Allport's Endowed) - N.S. 11	-	-	4 11 34	88 12 6	-	101 6 8	33 12 0	
Marlston-cum-Lache - N.S. 9	*20 0 0	1838						
Marple - N.S. 9	*160 0 0	1838	6 11 44	15 0 0	-	187 3 4	45 12 4	
Marple (HighLane) - N.S. 7	152 0 0	1847	2 19 84	7 10 0	-	-	32 3 0	

a Scientific apparatus.

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	Amount.	Date of Payment.						
CHESHIRE—cont.								
Marton - N.S.	£ s. d. 46 0 0	1843	£ s. d. 0 15 2	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mere (Mrs. Langford Brooke's) - N.S. 11	- - -	-	2 0 04	10 0 0	-	15 0 0	13 0 0	-
Middlewich - N.S. 6	*70 0 0 1,111 10 0	1835 1855	10 2 14	115 5 0	-	220 5 0	35 11 0	-
Middlewich - Wes. 10	- - -	-	-	15 0 0	-	-	-	-
Minshall, Church - N.S.	- - -	-	1 17 64	-	-	-	-	-
Mossley - N.S. 10	250 0 0	1845	3 12 0	40 10 0	-	-	8 8 0	-
Mottram-in-Long- dendale - N.S. 7	20 13 0	1853	8 6 8	3 6 8	-	-	-	-
Moulton - N.S.	38 0 0	1843	0 13 1	-	-	-	-	-
Nantwich - N.S. 6	*240 0 0	1838	19 5 0	132 0 10	-	806 9 2	40 0 0	-
" - " - N.S.	55 0 0	1850	-	-	-	-	-	-
" - " - N.S.	119 15 6	1855	-	-	-	-	-	-
Nantwich - Wes. 10	500 0 0	1857	6 12 22	79 12 6	-	609 3 4	44 7 0	-
Newton-in-Mottram - N.S. 7	500 0 0	1843	1 11 2	45 8 4	-	57 6 8	30 8 6	-
" - " - N.S.	36 0 0	1847	-	-	-	-	-	-
Neston - N.S. 7	20 0 0	1845	2 13 42	3 6 8	-	-	8 17 0	-
Norbury - N.S. 11	61 0 0	1853	2 18 04	-	-	-	8 10 0	-
" - " - N.S.	44 0 0	1855	-	-	-	-	-	-
" - " - N.S.	40 0 0	1841	-	-	-	-	-	-
Northenden - N.S.	- - -	-	6 12 11	100 5 0	-	322 5 0	64 8 0	-
Northwich - Wes. 10	- - -	-	1 2 34	36 5 0	-	-	9 17 0	-
Over - N.S. 7	- - -	-	8 0 24	81 5 0	-	183 0 0	48 16 0	-
Over Lane - Wes. 10	- - -	-	15 8 54	142 15 0	87 10 0	216 5 0	69 16 0	5 17 9
Oxton - N.S. 7	517 6 8	1853	-	-	-	-	-	-
" - " - N.S.	25 0 0	1855	-	-	-	-	-	-
Poynton - N.S. 10	150 0 0	1843	16 0 71	107 15 0	187 10 0	927 5 10	126 11 3	1 2 6
Rainow - N.S.	20 0 0	1843	1 10 84	-	-	-	-	-
Rostherne - N.S. 11	- - -	-	1 10 104	57 15 0	-	-	24 12 0	-
Radheath - N.S. 11	- - -	-	2 19 74	18 15 0	-	-	5 8 0	-
Runcorn - N.S. 5	- - -	-	14 8 114	59 3 4	-	185 8 4	43 4 1	-
Runcorn, Holy Trinity - N.S. 5	308 0 0	1848	20 11 84	167 14 2	-	645 4 2	43 7 10	-
" - " - N.S.	59 0 0	1856	-	-	-	-	-	-
Runcorn - Wes. 10	486 0 0	1849	18 13 04	68 15 0	-	650 10 0	57 3 0	-
" - " - N.S.	23 10 0	1857	-	-	-	-	-	-
Saltney-cum-Lache - N.S. 4	22 0 0	1854	7 1 42	66 15 0	-	92 5 0	38 17 9	13 14 2
" - " - N.S.	40 0 0	1855	-	-	-	-	-	-
" - " - N.S.	129 0 0	1856	-	-	-	-	-	-
Sandbach - N.S. 6	250 0 0	1842	19 1 8	175 5 0	20 0 0	2,163 3 4	126 7 0	45 10 0
" - " - N.S.	20 0 0	1845	-	-	-	-	-	-
" - " - N.S.	40 0 0	1848	-	-	-	-	-	-
" - " - N.S.	180 10 0	1850	-	-	-	-	-	-
" - " - N.S.	125 13 4	1856	-	-	-	-	-	-
Seacombe - Wes. 12	735 0 0	1856	11 16 82	37 18 4	-	15 0 0	20 6 0	-
Shadow Moss - N.S.	*30 0 0	1840	-	-	-	-	-	-
Sharstone - N.S. 11	28 15 0	1858	1 0 0	12 10 0	-	-	8 12 4	-
Siddington and Capesthorpe - N.S. 10	150 0 0	1843	3 7 6	143 6 8	34 3 4	366 15 0	34 4 0	3 10 0
" - " - N.S.	171 10 0	1856	-	-	-	-	-	-
Smallwood - N.S. 10	100 0 0	1846	1 4 34	51 5 0	-	10 0 0	30 1 0	-
" - " - N.S.	30 10 0	1855	-	-	-	-	-	-
Staley, St. Paul's - N.S. 7	500 0 0	1843	5 6 14	-	-	1,002 18 4	64 16 3	-
" - " - N.S.	100 0 0	1852	-	-	-	-	-	-
Staley Millbrook, St. Paul's - N.S. 10	256 0 0	1848	1 17 1	-	-	75 12 6	-	-
Staleybridge, Fac- tory - B.S. 3	- - -	-	15 1 34	189 19 2	295 0 0	741 13 4	47 5 0	-
Stockport - B.S. 10	250 0 0	1845	16 2 12	168 15 0	96 5 0	885 1 8	38 8 0	-
Stockport - N.S. 7	49 0 0	1853	-	44 10 0	-	54 10 0	28 9 4	-
Stockport - R.C. 6	- - -	-	14 3 3	121 8 4	10 0 0	650 3 4	65 10 0	-
" - Night S. Stockport Ragged and Industrial - 2	- - -	-	-	-	-	85 0 0	-	-
Stockport, St. Peter's - N.S.	212 0 0	1845	-	-	-	-	-	243 16 3R
" - " - N.S.	35 0 0	1846	-	-	-	-	-	-

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	Amount.	Date of Payment.						
CHESHIRE—cont.								
Stockport, St. Thomas' N.S. 7	*560 0 0	1837	17 8 10½	107 10 0	-	611 10 0	24 9 0	
" " " N.S. 7	*190 0 0	1837						
" " " N.S. 5	11 10 0	1840						
Stockton Heath, Ch. of E. 5	-	-	-	4 3 4	-	-	1 0 0	
Stretton " N.S. 5	-	-	1 11 6	250 0 0	-	350 16 8	45 8 0	
Sutton (Higher), St. James' N.S. 10	*150 0 0	1841	-	26 5 0	-	-	-	
Sutton, St. George's N.S. 11	250 0 0	1845	6 3 0½	-	-	174 6 8	11 1 0	
" " " N.S. 11	13 6 8	1840						
Sutton, St. George's Chapel, Sunday and Infant School.	*400 0 0	1836						
Sutton " N.S. 4	-	-	2 11 1	18 15 0	-	14 15 0	13 8 3	
Tarporley " N.S. 6	304 0 0	1840	7 13 8½	34 3 4	-	211 13 4	47 3 0	23 4 9
" " " N.S. 4	20 0 0	1855						
Tarvin " N.S. 7	*77 0 0	1840	1 10 6					
Tattenhall " N.S. 11	560 0 0	1855	3 9 7½	94 11 8	29 3 4	122 10 0	58 4 0	
Taxal and Fernilee N.S. 10	214 0 0	1848	1 13 4½	120 0 0	-	105 0 0	28 9 0	
Tilston " Ch. of E. 11	-	-	-	56 3 4	-	144 10 0	24 8 0	
Timperley " N.S. 11	471 0 0	1856	-	-	-	-	5 0 0	
Tintwistle " N.S. 7	*195 0 0	1839	3 19 2½	11 5 0	-	162 2 6	56 18 0	
" " " N.S. 7	100 0 0	1848						
" " " 13 17 4	1853							
" " " 5 0 0	1857							
Tintwistle " E.S. 10	200 0 0	1840	11 16 5½	-	-	452 0 0	62 15 0	
Tranmere, Limekiln Lane " Ch. of E. 7	150 3 4	1854	4 12 6½	84 1 8	-	129 10 0	31 4 0	
Upton, St. Mary's Ch. of E. 4	70 0 0	1843	1 13 4½	-	-	-	0 15 0	
" " " N.S. 5	45 0 0	1845						
Utkinton " Ch. of E. 8	-	-	-	13 6 8	-	-	13 12 6	
Vale House " Ch. of E. 5	-	-	-	65 15 0	-	89 0 0	44 2 6	
Weaverham " N.S. 8	400 0 0	1857	10 15 7½	72 10 0	-	299 10 0	106 19 0	
Wharton " N.S. 5	165 0 0	1847	5 17 3½	72 10 0	-	-	-	
" " " 39 18 6	1848		as 13 4	640 0 0	-	-	-	
" " " 33 0 0	1855							
" " " 13 0 0	1857							
" " " 5 10 0	1858							
Wilmslow, The Oak (Styal) " B.S. 4	-	-	-	3 15 0	-	218 10 0	11 17 0	
Winsford " N.S. 5	150 0 0	1846	4 10 10½	70 0 0	-	7 10 0	54 0 0	
Witton " N.S. 6	26 0 0	1855	-	216 12 6	-	1,253 13 9	111 19 0	
" " " 167 10 0	1857							
Woodbank " N.S. 8	*30 0 0	1834						
Woodford " N.S. 10	123 0 0	1848	2 3 1½	66 0 0	-	36 9 2		
Worleston " N.S. 8	40 0 0	1853						
Wybunbury, Delve's Charity S. 6	-	-	-	-	-	6 5 0		
CORNWALL.								
Agnes, St. " B.S. 4	*250 0 0	1839						
" " " N.S. 5	126 10 0	1840						
Altarnun " N.S. 5	*82 0 0	1837	2 16 0½	-	-	52 10 0	24 8 6	
Ashton, Infant School " N.S. 8	-	-	-	-	-	-	8 5 0	
Austell, St. " N.S. 8	*150 0 0	1837	3 1 3½	61 0 0	-	394 1 8	79 15 0	
" " " 16 19 6	1843							
" " " 25 0 0	1856							
Austell, St. " B.S. 7	*100 0 0	1835	-	-	-	-	-	
Baldin " N.S. 7	120 0 0	1848	1 0 0	70 0 0	-	354 5 0	62 8 0	
Blazey, St. " N.S. 8	200 0 0	1845						
" " " 12 0 0	1849							
" " " 135 19 3	1857							
Bodmin " N.S. 7	-	-	-	30 10 0	-	-	9 12 0	
Bodmin " Wes. 6	-	-	6 2 4½	126 10 0	-	309 8 4	12 0 0	
Bosccastle " N.S. 7	50 0 0	1844	1 11 9	-	-	-	13 1 0	
Bottom, St. Levyn Wes. 6	223 0 0	1850	5 2 4½	41 5 0	-	143 6 8	21 0 6	

a Scientific apparatus.

b Gratuity in lieu of retiring pension.

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
CORNWALL—cont.								
Breage, St. - N.S. 8	125 0 0	1840	5 0 7 1	128 11 8	-	231 0 0	74 14 0	
" - " - N.S. 8	30 0 0	1845						
" - " - N.S. 8	20 0 0	1850						
Breward, St. - N.S. 7	34 17 2	1850	1 3 4	82 10 0	-	-	4 2 0	
Buryan, St. - N.S. 8	6 13 6	1853	6 0 11	87 5 0	-	133 5 0	5 7 0	
" - " - N.S. 8	97 10 0	1858						
Callington - N.S. 5	120 0 0	1842					9 0 0	
Calstock - N.S. 4	430 0 0	1853	6 6 4	73 15 0	-	92 10 0	16 8 0	
Camborne - N.S. 7	225 0 0	1845	2 4 6 1	90 0 0	-	310 5 0	53 0 0	
" - " - N.S. 8	20 0 0	1848						
" - " - N.S. 8	61 17 0	1856						
Camborne - B.S. 6	150 0 0	1835	17 8 8 1	39 1 8	-	529 18 4	53 10 0	
" - " - N.S. 7	78 13 4	1856						
Camelford - N.S. 7	200 0 0	1854	2 16 0 1	24 3 4	-	28 6 8	15 1 0	
Cardynham - N.S. 6	50 0 0	1839						
Carmenellis - N.S. 6							17 12 0	
Carn Thomas, St. Mary's - N.S. 7				52 10 0	-	251 0 0	33 1 0	
Chacewater - N.S. 7	130 0 0	1848	5 17 5	70 0 0	-	317 18 4	63 16 0	
" - " - N.S. 7	20 0 0	1855						
Cloance School - B.S. 6	70 0 0	1839	13 0 2 1	50 16 8	25 0 0	712 7 6	93 5 0	
Constantine - B.S. 6	38 13 4	1855						
" - " - N.S. 6	8 5 0	1855						
" - " - N.S. 6	5 0 0	1858						
Cradd, Boys - Par. 7	166 10 0	1854	1 6 9					
Crowan - N.S. 7	112 0 0	1845	2 18 9 1	60 16 8	-	472 3 4	24 0 0	
Cubert - Ch. of E. 7			1 5 0					
Cusgarne - N.S. 7	60 0 0	1844						
Devoran - N.S. 7	65 0 0	1847		5 0 0	-	52 10 0	41 14 0	
Devoyok - N.S. 8	80 0 0	1845	2 7 5 1		-	20 8 4		
" - " - N.S. 8	4 8 6	1848						
" - " - N.S. 8	34 0 0	1850						
Dominick, St. - N.S. 6							1 4 0	
Erth, St. - Par. 7	30 0 0	1841	4 4 3 1	140 10 0	-	494 8 4	30 15 0	
" - " - N.S. 7	4 10 0	1848						
" - " - N.S. 7	20 0 0	1850						
" - " - N.S. 7	10 5 0	1855						
Ervan, St. - N.S. 8	200 0 0	1856	2 16 8					
Ewe, St. - N.S. 8			2 1 6	167 0 0	-	424 0 0	63 8 0	
Falmouth - B.S. 6			10 10 3 1	147 2 6	26 13 4	1,801 6 8	34 10 0	
Feock, St. - N.S. 7	65 0 0	1847	2 0 11	22 10 0	-	17 10 0	33 7 0	
Gwennap, Church Town - N.S. 8	42 0 0	1840	6 14 7	10 0 0	-	113 0 0	24 18 0	
" - " - N.S. 8	14 1 4	1851		29 3 4				
" - " - N.S. 8	11 11 0	1857						
Hayle, Foundry S. - N.S. 6			3 6 8	25 10 0	-	12 10 0	29 10 0	
Helstone - N.S. 6				11 0 0	-	12 1 8	9 12 0	
Helstone - Wes. 6	298 6 6	1858	3 15 7 1	214 6 8	-	173 15 0	15 4 0	
Hessenford, St. Ann's - N.S. 7	2 6 0	1848	2 4 11 1		-	346 10 0	5 4 0	
" - " - N.S. 7	7 17 8	1850						
Illogan - N.S. 8	81 0 0	1846	6 11 6 1	217 15 10	77 10 0	523 15 5	33 10 0	
Ive, St. - N.S. 1	45 10 0	1843		6 5 0	-		12 19 0	
" - " - N.S. 1	20 0 0	1844						
Ives, St. - Wes. 6			11 19 9 1	311 8 4	23 6 8	710 11 8	65 17 0	
Ives, St. - N.S. 6	300 0 0	1847	2 5 11 1					
Just, St. - Wes. 6	155 0 0	1849	4 18 4 1	25 10 0	-	87 8 4	14 14 0	
Just, St. - N.S. 8	193 0 0	1848	3 4 0 1	55 2 6	-	204 1 8	2 6 0	
Kerwyn, St. George's - N.S. 8	299 4 0	1858		47 15 0	-	86 10 0	4 14 6	
Kilkhampton - N.S. 6	20 8 0	1858	1 8 10	12 7 6	-	16 13 4	3 14 0	
Kilkhampton - Wes. 126	0 0	1858	1 18 2 1					
Landulph - Par. 1			2 14 2 1				3 19 0	
Lannells - N.S. 60	0 0	1844	1 1 1 1					
Launceston and St. Thomas' - N.S. 5	200 0 0	1840	4 8 9 1	35 0 0	-	631 6 8	21 0 0	
" - " - N.S. 5	10 0 0	1849						
Launceston - B.S. 100	0 0	1837						
Lerrin - N.S. 1	120 0 0	1846	1 16 3 1		-		2 6 0	
Lewannick - Wes. 10			2 14 1 1	28 5 0	-	47 1 8	26 16 8	

a Retiring pension.

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	Amount.	Date of Payment.						
CORNWALL—cont.								
Lezant - N.S.	70 0 0	1848	0 14 8					
Liskeard - B.S.	*125 0 0	1855	9 0 0	145 0 0	25 0 0	614 8 4	43 15 0	
" - "	3 5 4	1849						
" - "	54 0 0	1856						
Liskeard, Infant - B.S.	6			14 3 4		342 15 10	12 9 0	
Ludgvan - N.S.	*90 0 0	1856						
Mabyn, St. - N.S.	110 0 0	1847						
Marazion (Sir S. Cole's) - N.S.	7		1 10 0	77 6 8		116 3 4	16 10 0	
Menheniot - N.S.	1	20 4 2		54 11 8		95 8 4	48 4 0	
Merrymeet - N.S.	8	50 0 0					32 9 0	
Morwinstow - N.S.	8	70 0 0						
Mousehole - Wes.	6	248 0 0	10 14 0	42 0 0		563 13 4	63 19 0	
" - "		19 13 4						
" - "		7 16 8						
" - "		15 0 0						
Mylor Bridge - N.S.	8		13 13 9	123 15 0		706 11 8	66 16 0	
Pelynt - N.S.	1	75 0 0					3 2 0	
Pendeen - N.S.	8	241 10 0	7 13 10	28 13 4		30 0 0	9 12 0	
Penrose - Ch. of E.	7			35 15 0			5 4 0	
Penryn - N.S.	8	*150 0 0	3 18 3			294 10 0		
Penryn - Wes.	6	144 0 0	12 11 1	60 5 0		481 15 4	31 19 0	
" - "		83 0 0						
Pensilva - N.S.	6		3 2 0	21 10 0			11 12 0	
Penzance - N.S.	7	*340 0 0					4 12 0	
Penzance - Wes.	6		18 0 9	130 12 6		876 6 8	51 7 0	
Perranzabuloe - N.S.		90 0 0	2 3 1				7 2 0	
Pillaton - N.S.	1							
Polruan - N.S.	8	80 0 0	1 12 6			65 0 0		
" - "		5 14 0						
Porthleven - N.S.	8	81 0 0				17 10 0		
Quethiock - N.S.		*32 0 0	0 16 5					
Redruth - N.S.	8		8 7 6	86 12 6		450 10 0	65 5 0	
Saltash - N.S.		91 10 0						
Sancreed - N.S.		140 0 0	1 5 4					
" - "		50 0 0						
Scilly Isles, St. Mary's - N.S.	7			10 0 0		206 15 0	23 12 0	
Stoke-Clymsland - N.S.	5	250 0 0	4 8 9	77 1 3		353 8 4	59 12 0	
" - "		15 0 0						
" - "		9 0 0						
Stratton - N.S.	6	180 0 0	4 4 3	65 18 4		228 1 8	35 14 0	
Tideford - N.S.	1	119 0 0	1 13 4				3 10 0	
Tintagel - N.S.	7	143 3 10	1 0 7					
Tresco (Scilly) - N.S.	6			73 10 0		343 17 6	27 18 0	
Trevenson - N.S.	8		2 0 9	195 0 0	35 8 4	629 0 0	95 0 0	
Trevenson-Pool - N.S.	8	81 0 0	11 13 0	113 8 8		534 19 2	43 19 0	
" - "		42 0 0						
Truro, Freemanble Street (late Corn- wall Central) - N.S.	8	36 0 0	12 3 8	319 10 10		1,246 8 4	55 10 0	
Truro, St. Mary's - N.S.	8	*120 0 0	4 18 11			412 16 8	37 16 0	
Truro - B.S.	6	*300 0 0	31 6 8	182 18 4	10 0 0	1,338 5 0	82 10 0	
Tuckingsmill, All Saints' - N.S.	8	120 0 0	4 11 1				42 10 0	
Tywardreath - N.S.	8	150 0 0	2 7 10	130 8 4		52 10 0	43 10 0	
" - "		30 0 0						
Wall - Wes.	6		7 10 11	22 15 0		78 12 6	58 7 0	
Warbstow - N.S.		*30 0 0						
Wendron - N.S.		*90 0 0						
Wenn, St. - N.S.	6	160 0 0	1 13 4				3 19 0	
Zennor - N.S.		69 0 0						
CUMBERLAND.								
Allonby - B.S.		100 0 0						
Allhallows - Ch.S.	8	199 0 0	2 14 2					
" - "		33 17 0						
" - "		35 8 3						

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certific- ated Teachers, and for Referring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
CUMBERLAND—cont.								
Alston - - - N.S. 10	75 0 0	1844	4 9 7	54 3 4	-	342 3 4	21 5 0	
" - - - " - -	70 0 0	1845						
" - - - " - -	22 7 6	1852						
" - - - " - -	25 0 0	1854						
" - - - " - -	7 10 0	1854						
Aspatria - - - N.S. 10	15 0 0	1854	4 2 94	90 0 0	-	186 0 0	62 8 0	
Bees, St. - - - N.S. 11	-	-	2 0 7	21 0 0	-	-	2 17 0	
Blencogo - - - Ch. of E. 2	-	-	2 7 4	-	-	-	5 0 6	
Bolton - - - N.S.	264 0 0	1854	3 4 0	-	-	-	-	
Bothel - - - N.S.	-	-	1 6 84	16 5 0	-	-	4 11 0	
Braithwaite - - N.S. 2	-	-	7 14 114	158 12 6	16 13 4	238 0 0	40 19 0	
Brampton - - - N.S. 10	647 0 0	1857	-	-	-	-	1 17 0	
Brampton Eng. Pres. 8	-	-	4 19 2	56 5 0	-	262 17 6	36 12 0	24 14 6
Brigham - - - N.S. 10	-	-	2 1 44	-	-	-	-	
Broughton, Great Ch. S. 12	112 10 0	1847	1 14 24	20 0 0	-	10 0 0	10 12 0	
Cargo - - - N.S.	118 0 0	1856	-	-	-	-	-	
Carlisle - - - B.S. 10	300 0 0	1835	12 6 104	216 15 0	57 10 0	801 0 0	41 9 4	
" - - - " - -	54 0 0	1853	-	-	-	-	-	
Carlisle, Central - N.S. 10	-	-	16 6 04	175 11 8	-	594 10 0	46 4 9	
Carlisle, Ch. Ch. - N.S. 10	165 0 0	1842	11 15 44	117 10 0	25 0 0	747 0 0	55 15 0	
" - - - " - -	100 0 0	1847	-	-	-	-	-	
" - - - " - -	60 0 0	1853	-	-	-	-	-	
Carlisle, Holy Trinity, N.S. 10	145 10 0	1843	5 0 0	51 3 4	-	643 8 6	7 4 0	
" - - - " - -	25 0 0	1845	-	-	-	-	-	
" - - - " - -	26 0 0	1852	-	-	-	-	-	
Carlisle, St. Patrick's R.C. 7	64 0 10	1855	7 9 10	89 15 0	-	289 2 6	65 2 0	
Carlisle, Shaddon Works - Ch. S. 10	-	-	6 10 104	77 0 0	-	202 3 4	47 17 0	
Carlisle (The Fawcett) N.S. 10	334 0 0	1851	16 9 113	182 10 0	-	532 15 0	45 11 0	
" - - - " - -	13 6 4	1853	-	-	-	-	-	
Cleator - - - N.S. 10	-	-	-	20 12 6	-	-	-	
Cleator Mill - - - B.S. 5	-	-	4 5 8	15 0 0	-	150 0 0	-	
Cockermouth - - N.S. 10	170 0 0	1845	14 10 34	180 5 0	25 0 0	588 7 6	68 5 0	
" - - - " - -	81 15 0	1855	-	-	-	-	-	
" - - - " - -	38 3 0	1855	-	-	-	-	-	
Cotehill - - - Ch. S. 12	97 10 0	1855	1 8 8	31 5 0	-	-	5 5 0	
Crosby, Cross Canonby N.S.	-	-	2 6 8	-	-	-	-	
Crosby-on-Eden - N.S. 10	66 10 0	1845	4 9 5	39 5 0	-	35 16 8	10 1 0	
" - - - " - -	50 0 0	1846	-	-	-	-	-	
" - - - " - -	22 13 4	1854	-	-	-	-	-	
Crosthwaite - - - N.S. 10	-	-	3 4 6	40 10 0	-	7 10 0	5 0 0	
Crosthwaite, Free Grammar School - 10	-	-	-	15 0 0	-	135 10 0	-	
Cumberland Ref. S. 6	-	-	-	-	-	-	-	92 6 32
Cumrew - - - N.S.	50 0 0	1846	1 3 4	-	-	-	-	
" - - - " - -	7 0 0	1846	-	-	-	-	-	
Dalston - - - Ch. of E. 7	-	-	-	-	-	-	-	
Dacre - - - N.S.	40 0 0	1836	-	-	-	-	-	
Dearham - - - Ch. of E. 8	-	-	1 16 24	-	-	-	-	
Dovenby - - - N.S.	100 0 0	1845	-	-	-	-	-	
Drumburgh - - - N.S.	45 0 0	1836	2 7 84	-	-	-	-	
Fingland - - - N.S.	30 0 0	1838	-	-	-	-	-	
Flimby - - - N.S.	-	-	2 0 9	-	-	-	-	
Frizington - - - N.S.	25 0 0	1839	-	-	-	-	-	
Garrigill Gate - B.S.	-	-	2 13 4	-	-	98 6 8	-	
Greystoke - - - N.S. 10	-	-	4 2 4	-	-	-	-	
Harrington - Ch. of E.	-	-	2 0 11	-	-	-	-	
Hensingham - N.S. 10	-	-	-	-	-	-	7 8 0	
Holme Cultram, Abbey Town - N.S.	-	-	1 6 84	-	-	-	-	
Holme Cultram, Aldoth - - - N.S.	-	-	1 3 14	-	-	-	-	
Holme Cultram, St. Cuthbert's - N.S.	70 0 0	1845	-	-	-	-	-	
Holmehead - - - B.S. 5	-	-	-	57 10 0	-	250 18 4	-	
Hutton Mar - Ch. of E. 2	-	-	-	68 15 0	-	-	-	
Ireby, Grammar S.	-	-	2 10 0	16 5 0	-	-	6 4 0	

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	Amount.	Date of Payment.						
CUMBERLAND—cont.								
Ive Gill - B.S.	30 0 0	1840						
Keswick, St. John's N.S. 10			2 4 4 ³	8 5 0	-	221 3 4	41 4 0	
Kirkoswald - N.S. 2	298 7 0	1857	2 1 1 ⁴	16 5 0	-	-	2 7 0	
Laversdale - Ch. of E. 3	284 0 0	1857			-	-	1 19 0	
Leadgate-in-Alston N.S. 10			4 17 6	18 15 0	-	192 4 2	49 13 0	
Longtown, United School 10	490 0 0	1858	10 1 4	13 15 0	-	57 15 10	10 0 0	
Maryport - N.S. 10	396 0 0	1843	7 6 8 ²	63 15 0	-	93 10 0	18 12 0	
" - " - " - "	20 0 0	1853						
" - " - " - "	30 10 0	1855						
Maryport - B.S. 10	100 0 0	1846	9 12 4 ³	180 0 0	53 6 8	386 16 8	-	
" - " - " - "	15 0 0	1849						
Millom - N.S.	194 0 0	1853						
Mungisdale School 2							3 0 0	
Newby - N.S.	50 0 0	1853						
Newlands - N.S.			1 0 0 ⁴					
Onseby, St. Luke's N.S.	80 0 0	1857						
Penrith - Wes. 8	234 15 0	1852	5 17 11 ⁴	147 10 0	-	489 11 8	20 14 4	
Penrith - B.S. 6	200 0 0	1848	3 6 8	12 10 0	-	223 16 8		
" - " - " - "	38 0 0	1856						
Penrith - N.S. 10	431 0 0	1858		41 3 4	-	119 15 0	10 0 0	
Plumbland - N.S.			4 11 8					
Salkeld, Great - N.S. 2	283 0 0	1856	2 14 10 ⁴	21 13 4	-	1 5 0	7 8 0	
Scauby - N.S.	40 0 0	1847						
Stanwix - N.S. 10	55 0 0	1839	15 12 6 ⁴	106 6 8	-	1125 10 0	125 13 0	
" - " - " - "	100 0 0	1844						
" - " - " - "	65 0 0	1845						
" - " - " - "	19 18 8	1845						
" - " - " - "	25 0 0	1849						
" - " - " - "	45 0 0	1849						
" - " - " - "	13 6 8	1851						
" - " - " - "	49 10 0	1853						
" - " - " - "	18 0 0	1856						
" - " - " - "	18 0 0	1858						
Stanwix, Reformatory -	-	-	2 0 0					
Thursby, Endowed - N.S.	-	-	2 9 11					
Uldale, Grammar Sch. 2	54 0 0	1857	2 10 8	-	-	1 5 0	13 0 0	
Upperby - N.S.	174 0 0	1854						
Wetheral, Village Ch. S. 12	90 0 0	1856	3 15 24	33 15 0	-	15 0 0	6 7 0	
Whitehaven - P.U. 10	-	-	-	-	-	56 10 0		
Whitehaven, St. Mary's, R.C. 7	-	-	7 10 0 ⁴	14 6 8	-			
Whitehaven, Holy Trinity - N.S. 10	200 0 0	1837	8 13 24	244 3 4	-	878 6 8	93 5 0	
" - " - " - "	75 0 0	1849						
" - " - " - "	206 6 8	1852						
Whitehaven, St. Nicholas' - N.S. 11	213 0 0	1847	1 0 2	18 13 4	-	42 0 0	14 14 0	
" - " - " - "	10 6 0	1857						
Wigton - B.S.	210 0 0	1834						
Wigton - N.S. 10	-	-	8 19 0 ⁴	7 10 0	-	186 0 0	70 16 0	
Wigton, St. Cuthbert's - R.C. 8	-	-	2 10 0 ⁴	40 16 8	28 6 8	-	17 8 0	
Workington - R.C. 8	-	-	-	7 10 0	-	-	3 3 2	
Wreay - N.S. 12	-	-	3 15 0	58 6 8	-	32 10 0	12 3 0	
Yanwath - Ch. of E. 2	-	-	29 6 3	12 10 0	-	-	3 8 0	
DERBYSHIRE.								
Alfreton - N.S. 9	350 0 0	1848	3 19 5 ⁴	44 7 6	-	186 5 0	38 8 0	
Alkmonton - N.S. 9	-	-	-	13 6 8	-	-	2 8 0	
Allestree - N.S. 6	207 0 0	1856	6 0 0	45 6 8	-	34 11 8	32 11 0	
Alveston and Boulton - Ch. of E. 7	-	-	-	-	-	-	2 18 0	
Ashbourne - N.S. 7	-	-	4 19 5	113 10 0	-	269 3 4	53 12 0	
Aston-on-Trent - N.S.	54 0 0	1845	-	-	-	-	-	
Bakewell - N.S. 9	137 5 0	1848	-	21 13 4	-	-	2 13 0	
Bamford - N.S.	62 10 0	1842	1 1 3 ⁴					

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificat- ed Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformat- ory and Indus- trial Schools.
	Amount.	Date of Payment.						
DERBYSHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Baslow, Ch. Ch. - N.S. 7	- - -	-	2 13 11½	15 0 0	- - -	90 16 8	- - -	- - -
Beighton and Hacken- thorpe - N.S. 7	397 0 0	1855	- - -	25 0 0	- - -	23 6 8	11 2 0	- - -
Belper - N.S. 7	536 0 0	1849	9 9 7½	170 0 0	- - -	599 10 0	43 17 0	- - -
Belper - P.U. 7	- - -	-	- - -	- - -	- - -	62 10 0	- - -	- - -
Belper - Wes. 11	- - -	-	5 11 8	201 13 4	- - -	376 6 8	20 8 0	- - -
Bentley - Ch. of E. 8	150 0 0	1849	3 15 7	22 10 0	- - -	- - -	- - -	- - -
Biggin, St. Thomas' N.S. 9	40 0 0	1845	1 0 9½	- - -	- - -	- - -	- - -	- - -
Bolsover - N.S. 9	70 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Bonsall - Ch. of E. 6	- - -	-	2 0 0½	15 3 4	- - -	6 5 0	12 8 0	- - -
Borrowash, Infants N.S. 7	- - -	-	2 13 1	- - -	- - -	90 12 6	- - -	- - -
Boylestone - N.S. 9	90 0 0	1846	0 15 0	- - -	- - -	7 10 0	- - -	- - -
Bracknell - N.S. 7	3 18 6	1847	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - N.S. 7	70 0 0	1845	1 13 4	- - -	- - -	- - -	1 19 0	- - -
" - " - " - " - N.S. 7	35 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 7	4 4 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 7	13 13 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 7	2 10 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Brailsford - N.S. 7	- - -	-	2 3 9½	121 3 4	- - -	190 10 0	16 2 0	- - -
Brampton, St. Tho- mas' - N.S. 7	- - -	-	1 11 3½	22 10 0	- - -	10 0 0	2 2 0	- - -
Broaston - N.S. 7	144 0 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Brimington - N.S. 10	75 0 0	1841	- - -	16 10 0	- - -	- - -	- - -	- - -
" - " - " - " - N.S. 10	3 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
Broughton (Church) N.S. 9	- - -	-	1 9 0	- - -	- - -	- - -	- - -	- - -
Buxton, Endowed - N.S. 9	- - -	-	2 14 11½	- - -	- - -	32 10 0	- - -	- - -
Buxton - Wes. 7	92 10 0	1851	2 3 4½	- - -	- - -	- - -	- - -	- - -
Calver - R.C. 7	- - -	-	- - -	5 0 0	- - -	- - -	2 16 8	- - -
Castleton - N.S. 8	- - -	-	- - -	86 18 4	- - -	22 5 10	34 19 0	- - -
Chapel-en-le-Frith N.S. 7	105 0 0	1840	3 16 2	66 5 0	- - -	382 13 4	21 10 0	- - -
" - " - " - " - N.S. 7	8 17 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 7	17 0 0	1853	- - -	- - -	- - -	- - -	- - -	- - -
Charlesworth - N.S. 9	250 0 0	1851	3 8 7½	79 13 4	- - -	100 0 0	21 4 0	- - -
Charlesworth - B.S. 7	- - -	-	- - -	38 15 0	- - -	218 1 8	53 2 0	- - -
Chesterfield, Trinity N.S. 7	- - -	-	- - -	5 0 0	- - -	- - -	4 10 0	- - -
Chesterfield, Victoria, N.S. 7	160 0 0	1848	2 3 3	136 10 0	- - -	452 15 4	70 10 0	- - -
" - " - " - " - N.S. 7	30 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Chesterfield, Old - N.S. 7	50 0 0	1847	3 4 5½	- - -	- - -	- - -	- - -	- - -
Chinley - B.S. 7	40 0 0	1835	- - -	- - -	- - -	- - -	- - -	- - -
Clay Cross Iron Works - S. 11	- - -	-	- - -	58 0 0	- - -	76 0 0	27 7 0	- - -
Clay Cross, St. Bar- tholomew's - Par. 7	- - -	-	- - -	27 10 0	- - -	2 10 0	17 14 0	- - -
Clifton - Ch. of E. 7	- - -	-	- - -	5 0 0	- - -	- - -	3 15 0	- - -
Codnor and Loscoe N.S. 8	67 0 0	1842	3 13 9½	35 0 0	- - -	- - -	10 15 0	- - -
" - " - " - N.S. 8	52 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Crich - " - N.S. 8	250 0 0	1848	6 14 0	31 5 0	- - -	- - -	2 1 0	- - -
Derby - " - B.S. 11	450 0 0	1844	21 17 10½	221 3 4	- - -	1,312 13 4	80 14 0	- - -
" - " - " - " - N.S. 8	53 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Derby, All Saints' - N.S. 8	180 0 0	1837	13 5 5½	172 9 2	- - -	270 6 8	53 13 0	- - -
" - " - " - " - " - N.S. 8	10 14 6	1848	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 8	311 0 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 8	9 0 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Derby, Canal Street, Wes. 11	- - -	-	5 0 0½	16 13 4	- - -	- - -	0 14 2	- - -
Derby, Ch. Ch. - N.S. 9	250 0 0	1852	11 19 3½	92 2 6	- - -	365 13 4	52 12 0	- - -
" - " - " - " - N.S. 9	3 12 6	1857	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 9	6 15 0	1858	- - -	- - -	- - -	- - -	- - -	- - -
Derby, Curzon Street, N.S. 8	355 0 0	1842	27 0 4	265 0 10	17 10 0	1,497 3 4	49 0 0	- - -
" - " - " - " - " - N.S. 8	40 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 8	12 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 8	2 10 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 8	20 0 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 8	13 6 8	1850	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 8	7 0 0	1851	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 8	8 19 0	1853	- - -	- - -	- - -	- - -	- - -	- - -
Derby, Diocesan Board -	- - -	-	12 4 11	- - -	- - -	- - -	- - -	- - -
Derby, Holy Trinity, N.S. 8	250 0 0	1841	27 7 10½	181 10 0	150 0 0	2,913 18 4	149 1 0	- - -
" - " - " - " - N.S. 8	306 0 0	1851	- - -	- - -	- - -	- - -	- - -	- - -
" - " - " - " - " - N.S. 8	70 0 0	1853	- - -	- - -	- - -	- - -	- - -	- - -

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensioners.	Grants on account of Assist- ant Teach- ers.	Grants to Pupils- teachers, and Gratui- ties to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
DERBYSHIRE—cont.								
Derby, King Street, Wes. 11								
Derby, Practising School 10	277 0 0	1855	11 17 74	108 18 4	-	176 0 0	42 15 0	
Derby, St. Alkmund's			4 3 43	53 15 0	-	62 16 0	12 15 0	
Derby, N.S. 8	211 0 0	1853	13 14 83	115 4 2	-	412 0 0	47 4 0	
Derby, St. Joseph's R.C. 9	-	-	7 14 8	-	-	278 0 0	-	
Derby, St. Mary's - R.C. 7	-	-	8 7 24	100 11 8	-	145 5 0	67 10 0	
Derby, Night School R.C.	-	-	-	-	-	8 0 0	-	
Derby, St. Michael's N.S. 8	-	-	3 9 3	47 11 8	-	93 6 8	16 19 0	
Derby, St. Paul's - N.S. 7	234 15 0	1852	2 10 0	91 3 4	-	80 8 4	65 4 0	
Derby, St. Peter's (Devonshire Street), Girls - N.S. 8	*125 0 0	1839	4 13 04	45 0 0	-	87 18 4	25 16 0	
Derby, St. Peter's (Bag Lane), Infants N.S. 7	*85 0 0	1840	1 12 54	-	-	118 10 0	-	
Derby, St. Peter's (Siddal's Lane), Infants N.S.	*160 0 0a	1834	2 13 5	-	-	-	-	
Derby, St. Peter's (Traffic Street), Boys - N.S. 8	124 0 0b	1847	5 16 8	22 10 0	-	288 5 0	7 16 0	
Dore - N.S. 8	20 0 0	1846	1 14 14	-	-	-	-	
Doveridge - N.S. 8	-	-	-	30 10 0	-	163 16 10	27 4 0	
Draycott and Wilne, Par. 7	386 0 0	1854	4 18 2	49 5 0	-	15 0 0	42 13 0	
Duffield, Endowed - N.S. 7	21 0 0	1855	6 1 54	70 0 0	-	61 10 0	43 4 0	
Eaton, Little - N.S. 8	50 0 0	1842	7 5 72	142 1 8	-	295 4 2	87 2 0	
" - N.S. 8	15 0 0	1849	-	-	-	-	-	
" - N.S. 8	20 0 0	1840	-	-	-	-	-	
Eaton, Long - N.S. 9	-	-	3 1 8	-	-	-	10 5 0	
Edale - N.S. 8	-	-	1 2 10	-	-	-	-	
Edensor - N.S. 8	-	-	2 16 10	125 16 8	-	227 10 0	-	
Eyam - N.S. 8	-	-	1 1 44	-	-	-	-	
Glossop - B.S. 8	*225 0 0c	1836	-	-	-	-	-	
Glossop (Duke of Nor- folk's) - B.S. 4	-	-	10 4 94	21 0 0	17 10 0	77 10 0	45 14 0	
Glossop, Evening S. 8	-	-	-	10 0 0	-	10 0 0	-	
Grassmoor (Hasland) S. 11	-	-	-	10 0 0	-	-	-	
Hadfield - Wes. 11	-	-	7 14 83	80 9 0	-	95 3 4	57 13 0	
Hardwick - N.S. 10	-	-	-	15 0 0	-	-	2 2 0	
Haslop and Calver, R.C. 7	-	-	2 10 04	-	-	-	-	
Hathersage - N.S. 7	-	-	2 10 0	-	-	-	-	
Hathersage - Wes. 12	-	-	1 3 10	12 0 0	-	-	-	
Hayfield - N.S. 8	*116 0 0	1839	-	-	-	-	-	
Hazlewood - N.S. 9	69 0 0	1846	1 1 24	-	-	-	2 8 0	
Heage - N.S. 8	63 0 0	1841	2 1 83	-	-	-	-	
" - N.S. 8	1 16 4	1846	-	-	-	-	-	
Heanor - N.S. 10	220 0 0	1848	9 11 114	99 5 0	-	188 10 0	41 9 0	
" - N.S. 8	40 8 0	1856	-	-	-	-	-	
Horsley, Endowed N.S. 7	24 13 4	1849	3 6 12	5 0 0	-	-	-	
" - N.S. 8	10 7 0	1857	-	-	-	-	-	
Hulland - N.S. 9	-	-	1 17 83	-	-	-	4 15 0	
Ilkeston - B.S. 12	200 0 0	1846	6 10 10	27 10 0	-	310 15 0	56 5 0	
Ilkeston - N.S. 8	4 3 0	1847	3 14 04	143 4 2	-	447 9 2	70 13 0	
" - N.S. 8	131 5 0	1851	-	-	-	-	-	
Ironville - N.S. 8	490 0 0	1852	8 0 03	196 16 8	-	467 16 8	148 16 0	
Knipton - N.S. 8	53 0 0	1849	-	-	-	-	-	
Langley (Kirk) - N.S. 8	40 0 0	1845	-	-	-	-	-	
" - N.S. 8	5 9 10	1847	-	-	-	-	-	
Lea, "Public School" - 11	-	-	-	12 10 0	-	-	10 7 0	
Littleover - N.S. 8	70 0 0	1845	-	-	-	-	-	
Longford - Par. 7	205 0 0	1854	-	99 0 0	-	10 0 0	26 18 0	
Matlock Bath - N.S. 7	205 0 0	1837	5 0 0	7 10 0	-	-	39 8 0	
Measham - N.S. 5	*20 0 0	1837	10 8 64	158 0 0	-	495 0 0	42 6 0	
" - N.S. 8	60 0 0	1847	-	-	-	-	-	
" - N.S. 8	23 0 0	1851	-	-	-	-	-	
" - N.S. 8	57 6 6	1855	-	-	-	-	-	
Melbourne - N.S. 8	54 0 0	1853	8 0 34	123 0 0	-	190 6 8	54 7 0	
Mickleover - Ch.S. 8	-	-	1 0 84	-	-	-	-	

a For Siddal's Lane and Traffic Street schools.

b For repairing Bag Lane, Siddal's Lane, Devonshire Street, and Traffic Street schools.

c School pulled down, and part of proceeds of sale of material, with interest, (1657. 8s. 1d.,) repaid to Lord of Her Majesty's Treasury.

Name and Denomination of School, and* Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
DEVONSHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aveton-Gifford - N.S. 11	463 4 0	1853	5 16 8½	23 3 4	-	15 0 0	6 13 0	
Awliscombe - N.S. 4	*36 0 0	1840	-	-	-	-	3 10 0	
Axminster - N.S. 4	158 0 0	1850	5 10 5½	93 15 0	-	613 0 0	115 8 0	
Axmouth - N.S. 4	8 11 4	1853	3 16 11½	83 15 0	-	100 0 0	33 13 0	
" - N.S. 2	10 10 0	1856	-	-	-	-	-	
Barnstaple - N.S. 2	*100 0 0	1833	-	42 15 0	-	261 3 4	15 17 0	
Barnstaple, Blue Coat Boys, Endowed	-	-	-	-	-	201 0 0	-	
Barnstaple, Holy Trinity - N.S. 6	345 0 0	1849	7 0 0	21 5 0	-	108 16 8	-	
Barnstaple - Wes. 11	-	-	11 13 5½	97 7 6	-	144 10 6	29 5 0	
Beaworthy - N.S. 5	*25 0 0	1834	-	-	-	-	-	
Berryn Arbor - N.S. 5	126 0 0	1848	1 4 2	-	-	-	19 10 0	
Bickleigh - N.S. 5	55 0 0	1842	-	-	-	-	-	
" - N.S. 5	4 13 4	1853	-	-	-	-	-	
Bideford, Longbridge - N.S. 5	125 0 0	1849	3 5 9½	108 6 8	-	682 6 8	25 15 0	
Bideford - B.S. 12	*240 0 0	1837	16 18 8½	127 12 6	64 3 4	628 13 4	24 8 0	
" - N.S. 5	85 1 7	1856	-	-	-	-	-	
Blackawton - N.S. 4	*37 0 0	1836	-	-	-	-	-	
Bovey Tracey - N.S. 4	*87 0 0	1835	2 13 11	-	-	36 5 0	6 13 0	
Bradinnich - N.S. 4	*99 0 0	1833	-	-	-	-	-	
" - N.S. 4	25 0 0	1850	-	-	-	-	-	
" - N.S. 4	27 18 9	1853	-	-	-	-	-	
Brannford, Wood, Reformatory - 3	-	-	-	14 6 8	-	-	-	20219 32
Bratton, Clovelly - N.S. 6	*65 0 0	1838	1 6 4	-	-	-	-	
Bratton Fleming - N.S. 6	65 0 0	1841	1 78 4	-	-	-	16 3 0	
Brixham, Endowed Ch.S. 4	50 0 0	1854	5 12 2½	53 12 6	-	358 13 4	16 12 0	
Brixham, Infant School - 11	-	-	-	2 10 0	-	93 6 8	21 12 0	
Brixham - B.S. 11	-	-	-	12 10 0	-	-	14 6 0	
Broadclyst - N.S. 5	-	-	-	18 15 0	-	-	3 6 0	
Buckfastleigh - N.S. 5	189 0 0	1842	-	-	-	-	-	
Buckfastleigh - B.S. 11	*170 0 0	1835	-	-	-	-	-	
Buckland, Egg - N.S. 13	133 0 0	1848	-	-	-	-	-	
Buckland, West - N.S. 6	70 0 0	1846	-	-	-	-	6 12 0	
" - N.S. 6	20 0 0	1847	-	-	-	-	-	
" - N.S. 6	20 0 0	1854	-	-	-	-	-	
Budeaux, St. - N.S. 11	*40 0 0	1837	-	-	-	-	-	
Burrington - N.S. 11	352 0 0	1857	-	-	-	-	-	
Butterleigh - N.S. 26	26 0 0	1844	-	-	-	-	-	
Cadeleigh - N.S. 4	40 0 0	1842	-	-	-	-	-	
Castle Hill - N.S. 6	-	-	3 15 10	51 5 0	-	97 10 0	48 8 0	
Chagford - Par. 3	-	-	3 9 3½	46 16 8	-	86 5 0	39 14 10	
Cheriton, Bishop - N.S. 6	*25 0 0	1838	-	3 15 0	-	-	-	
Cheviethorne - Ch. of E. 4	250 0 0	1857	-	-	-	-	6 3 0	
Chittlehampton - N.S. 6	-	-	3 4 10½	-	-	115 0 6	16 13 0	
Chudleigh - N.S. 5	799 16 0	1858	-	-	-	-	-	
Chumleigh - B.S. 11	*30 0 0	1836	-	-	-	-	-	
Colebrooke - N.S. 4	*140 0 0	1835	-	-	-	-	-	
Collumpton - N.S. 4	21 0 0	1853	4 13 10½	53 15 0	-	52 10 0	22 17 0	
Colyton - N.S. 4	*92 0 0	1836	-	-	-	-	-	
Colyton Rawleigh - N.S. 5	60 0 0	1841	-	-	-	-	-	
Combmartin - N.S. 5	104 15 6	1854	4 12 11½	35 0 0	-	163 18 4	32 2 0	
Countess Wear - N.S. 4	100 0 0	1854	-	-	-	-	7 16 0	
Culmstock - N.S. 3	*70 0 0	1840	-	-	-	-	5 17 0	
Dartmoor Prison - N.S. 4	-	-	5 0 0	7 5 0	-	7 10 0	-	
Dartmouth, St. Petrox - N.S. 11	-	-	-	-	-	-	14 2 0	
Dawlish - N.S. 3	-	-	-	-	-	343 10 0	73 11 0	
Devon and Exeter, Central - N.S. 3	1,395 0 0	1858	24 10 2½	264 16 8	-	932 16 8	55 19 0	
Devon and Exeter Church Teachers' Association - 4	-	-	4 10 10½	-	-	-	-	
Devonport, Royal Naval and Military Free S. 12	653 0 0	1849	15 9 2½	116 10 0	-	1,023 10 0	132 7 0	
" - N.S. 12	250 0 0	1854	-	-	-	-	-	
" - N.S. 12	35 0 0	1857	-	-	-	-	-	
" - N.S. 12	40 0 0	1858	-	-	-	-	-	

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gratui- ties to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
DEVONSHIRE—cont.								
Devonport, St. James' N.S. 3	- - -	-	£ s. d. 4 15 10	125 18 4	-	382 1 8	28 19 0	-
Devonport, St. Mary's N.S. 4	- - -	-	5 0 0	61 0 0	-	173 0 0	19 4 0	-
Devonport, St. Stephen's N.S. 4	- - -	-	3 2 10	173 7 6	-	545 0 0	59 1 0	-
Dittisham N.S. 4	75 0 0	1844	1 3 7	36 10 0	-	110 0 0	19 19 0	-
	17 10 0	1847	-	-	-	-	-	-
Dolton, Boys' N.S. 6	- - -	-	-	-	-	-	12 6 0	-
Down, West N.S. 5	50 0 0	1842	-	-	-	-	-	-
Drewsteignton N.S. 5	- - -	-	4 7 3½	-	-	91 13 4	-	-
Elmore B.S. 12	- - -	-	7 14 2	32 3 4	28 6 8	793 10 10	25 7 0	-
Ermington N.S. 4	69 10 0	1841	1 8 0½	-	-	-	29 0 0	-
	75 0 0	1848	-	-	-	-	-	-
Exbourne N.S. 3	*60 0 0	1840	-	-	-	-	-	-
Exeter N.S. 3	- - -	-	17 4 9	45 0 0	-	1189 16 8	52 0 0	-
Exeter B.S. 3	*150 0 0	1837	-	-	-	-	-	-
Exeter, Episcopal Charity School N.S. 3	- - -	-	13 9 13	264 12 6	-	1116 16 8	-	-
Exeter, Mint Lane Wes. 12	300 0 0	1848	13 16 10	234 13 4	32 1 8	1048 1 3	81 5 0	-
	35 0 0	1854	-	-	-	-	-	-
Exeter, St. James' N.S. 3	200 0 0	1845	4 19 0½	100 19 2	-	332 11 8	23 4 0	-
" " " 3	3 2 0	1847	-	-	-	-	-	-
" " " 3	13 16 0	1853	-	-	-	-	-	-
" " " 3	8 0 0	1854	-	-	-	-	-	-
Exeter, St. Sidwell's N.S. 4	467 0 0	1854	7 14 11½	89 15 10	-	228 6 8	37 7 0	-
	33 0 0	1856	-	-	-	-	-	-
Exeter, St. Thomas' P.U. 11	- - -	-	-	-	-	141 13 4	-	-
Exeter, Workhouse Sch. N.S. 3	- - -	-	-	-	-	108 6 8	-	-
Exmouth N.S. 3	- - -	-	-	-	-	339 6 8	-	-
Gulworthy (Duke of Bedford's) N.S. 4	- - -	-	-	-	-	11 4 0	-	-
Halberton N.S. 4	100 0 0	1845	7 1 2	33 15 0	-	305 0 0	82 8 0	-
" " " 4	9 18 0	1852	-	-	-	-	-	-
" " " 4	40 0 0	1854	-	-	-	-	-	-
" " " 4	156 0 0	1856	-	-	-	-	-	-
Hampton, High N.S. 3	*35 0 0	1835	-	-	-	-	-	-
Harberton Ford N.S. 3	137 0 0	1850	2 8 0½	-	-	-	-	-
Hatherleigh N.S. 3	*112 0 0	1839	-	-	-	-	-	-
Heavitree Par. 3	- - -	-	3 2 0½	8 6 8	-	2 10 0	7 16 0	-
Hollacombe B.S. 3	*45 0 0	1836	-	-	-	-	-	-
Holne N.S. 11	- - -	-	1 10 0½	10 0 0	-	-	7 10 0	-
Holsworthy Wes. 11	150 15 0	1852	5 13 2½	65 0 0	-	124 10 0	24 18 0	-
Holsworthy N.S. 6	100 0 0	1847	7 3 3	23 6 8	-	36 5 0	33 0 0	-
" " " 6	15 0 0	1855	-	-	-	-	-	-
Honiton N.S. 4	- - -	-	3 0 0½	-	-	-	14 2 0	-
Honiton B.S. 4	*150 0 0	1834	-	-	-	-	-	-
Hooe, West N.S. 4	- - -	-	2 9 2	18 15 0	-	39 15 0	18 3 0	-
Horrabridge, Secular School 11	- - -	-	3 2 0½	67 10 0	-	83 0 0	56 13 0	-
Huish, North N.S. 3	63 0 0	1846	-	-	-	-	13 14 0	-
" " " 3	12 13 4	1857	-	-	-	-	-	-
Ide N.S. 3	- - -	-	-	31 13 4	-	2 10 0	8 18 0	-
Ilfracombe N.S. 5	228 0 0	1857	3 5 11½	168 10 0	-	536 7 6	49 10 0	-
Instow N.S. 3	117 0 0	1856	-	-	-	-	-	-
Ivybridge Ch. of E. 3	- - -	-	-	-	-	-	27 0 0	-
Kelly N.S. 5	- - -	-	-	32 10 0	-	78 6 8	19 10 0	-
Kenn Ch. of E. 3	- - -	-	-	17 10 0	-	51 6 8	28 13 0	-
Kenilshere N.S. 4	- - -	-	1 9 5½	-	-	18 15 0	-	-
Kingsbridge and Dodbrooke B.S. 4	103 0 0	1842	1 9 8½	37 15 0	-	145 0 10	34 4 0	-
" " " 4	100 0 0	1845	-	-	-	-	-	-
" " " 4	9 19 8	1848	-	-	-	-	-	-
" " " 4	31 0 0	1854	-	-	-	-	-	-
Kingsbridge and Dodbrooke N.S. 12	134 0 0	1850	4 15 2½	141 1 8	-	497 19 2	77 9 0	-
Kingskerswell, St. Mary's N.S. 3	280 0 0	1856	-	-	-	-	4 5 0	-
Lamerton N.S. 4	- - -	-	2 5 0	-	-	13 15 0	-	-
Lensden N.S. 11	- - -	-	-	18 6 8	-	-	2 0 0	-

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assis- tant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
DEVONSHIRE—cont.								
Low Trenchard - N.S.	66 10 0	1842						
Loxhore - N.S.	5 40 0 0	1843	1 1 9	23 6 8	-	-	7 15 0	
Lynston - N.S.	4 100 0 0	1843	1 2 11	33 15 0	-	36 5 0	10 16 0	
Lynston - N.S.	100 0 0	1843						
Marwood, Endowed - N.S.	5 - - -	-	1 1 5	-	-	-	2 12 0	
Marychurch, St. - N.S.	3 5 0 0	-	5 0 0	140 10 0	-	273 3 4	60 8 0	
Mary-Tavy, St. - N.S.	5 7 5 10	-	7 5 10	78 3 4	-	24 13 4	27 18 0	
Mary-Tavy, St. - B.S.	*100 0 0	1837	2 7 6	-	-	-	-	
Meavy - N.S.	*25 0 0	1837	-	-	-	-	-	
- N.S.	30 0 0	1846	-	-	-	-	-	
Membury - N.S.	51 0 0	1842	0 4 0	-	-	-	-	
- N.S.	10 0 0	1848	-	-	-	-	-	
Milton Abbot, (Duke of Bedford's), Boys' Free School - N.S.	4 60 0 0	1848	3 5 2	254 1 8	-	353 10 10	-	
Milton Abbot, Girls, N.S.	4 100 0 0	1836	1 5 2	-	-	157 10 0	22 17 0	
Modbury - N.S.	77 0 0	1854	1 11 9	-	-	-	-	
Molton, North - N.S.	5 - - -	-	1 7 6	25 0 0	-	5 0 0	8 2 0	
Molton, South - N.S.	6 - - -	-	4 0 1	140 1 8	-	236 10 0	10 13 0	
Molton, South - Wes. 12	- - - -	-	3 17 4	147 0 0	-	146 10 0	21 10 0	
Molton, South, Inf. S. 12	- - - -	-	4 0 0	35 16 8	-	199 10 0	64 19 0	
Morchard, Bishop's Ch. of E. 4	- - - -	-	-	34 5 0	-	41 5 0	30 0 0	
Northam - N.S.	6 *90 0 0	1836	2 2 3	15 11 8	-	370 15 0	48 13 0	
Nos-Mayo - N.S.	100 0 0	1844	1 4 0	-	-	-	-	
- N.S.	11 0 0	1846	-	-	-	-	-	
Nympton, Bishop's - N.S.	4 50 0 0	1842	1 4 10	-	-	-	8 16 0	
Offwell - N.S.	6 *82 0 0	1837	3 3 4	57 18 4	-	28 15 0	51 13 0	
Okehampton - N.S.	4 44 0 0	1855	1 16 7	-	-	-	7 10 0	
Ottery, St. Mary's - N.S.	3 84 0 0	1846	2 15 2	-	-	152 13 4	38 6 0	
Paignton - N.S.	5 5 10 0	1854	1 17 10	-	-	-	-	
Parkham - N.S.	- - - -	-	-	-	-	-	-	
Petherwyn, North - N.S.	6 80 0 0	1845	-	-	-	76 13 4	-	
Pilton - N.S.	*100 0 0	1841	-	-	-	-	-	
Plymouth (Charles Parish) - N.S.	4 600 0 0	1847	26 17 1	235 5 0	110 0 0	2,064 0 0	190 10 0	
" " " " - N.S.	- - - -	1851	-	-	-	-	-	
" " " " - N.S.	- - - -	1856	-	-	-	-	-	
" " " " - N.S.	- - - -	1857	-	-	-	-	-	
Plymouth, Ch. Ch. - N.S.	6 177 0 0	1850	6 7 3	21 13 4	-	148 11 8	19 15 0	
" " " " - N.S.	- - - -	1857	-	-	-	-	-	
" " " " - N.S.	- - - -	1858	-	-	-	-	-	
Plymouth, Free, - B.S.	12 11 13 8	1848	4 8 1	80 1 8	22 10 0	3,010 1 4	130 10 0	
" " " " - N.S.	- - - -	1849	-	-	-	-	-	
" " " " - N.S.	- - - -	1851	-	-	-	-	-	
" " " " - N.S.	- - - -	1854	-	-	-	-	-	
" " " " - N.S.	- - - -	1855	-	-	-	-	-	
Plymouth, Holy Trinity - N.S.	4 270 0 0	1855	7 9 7	90 17 6	-	265 11 8	37 0 0	
Plymouth, St. Andrew's Chapel - N.S.	4 - - -	-	4 3 9	47 15 0	-	216 13 4	8 13 0	
Plymouth, The Grey School - N.S.	4 - - -	-	3 15 11	74 6 8	-	55 16 8	-	
Plympton, St. Mary's, Ridgway District - N.S.	4 - - -	-	2 17 0	74 3 4	-	483 13 4	69 5 0	
Plymouth, St. Peter's Ch. of E. 4	- - - -	-	-	-	-	-	5 12 0	
Plymstock - N.S.	4 55 12 0	1857	3 13 5	20 5 0	-	125 0 0	5 14 0	
Raddon Chapel - N.S.	5 - - -	-	-	26 10 0	-	20 0 0	4 5 0	
Rose Ash - N.S.	- - - -	1847	-	-	-	-	-	
Salcombe, near Kingsbridge - N.S.	11 150 0 0	1848	-	-	-	-	7 16 0	
Sampford Peverell - N.S.	- - - -	1850	-	-	-	-	-	
Sandford - N.S.	3 - - -	-	-	72 0 0	-	162 1 8	8 8 0	
Shebbear - N.S.	*30 0 0	1836	-	-	-	-	-	
Sidmouth, All Saints - N.S.	4 161 0 0	1849	4 5 11	-	-	-	16 12 0	

α Gratuity in lieu of retiring pension.

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on ac- count of As- sist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- nties to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- form- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
DEVONSHIRE—cont.								
Sidmouth - Par. 3	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Silverton - N.S.	111 0 0	1848	-	-	-	-	7 10 0	-
Stoke Gabriel - N.S.	50 0 0	1843	-	-	-	-	-	-
" " - N.S.	4 10 0	1853	-	-	-	-	-	-
" " - N.S.	17 0 0	1857	-	-	-	-	-	-
Stoke Damerel - B.S. 12	*90 0 0	1836	9 10 1	58 15 0	-	309 16 8	38 1 0	-
Stokenham - N.S. 4	272 0 0	1858	4 3 4	20 0 0	-	32 1 8	15 13 0	-
Stonehouse, East - N.S. 3	17 6 8	1832	10 3 9	140 15 0	-	404 8 4	27 1 0	-
" " - N.S.	7 5 0	1856	-	-	-	-	-	-
Stonehouse - E.C. 6	-	-	-	19 3 4	-	41 1 8	34 18 0	-
Stonehouse - Wes. 12	-	-	-	43 0 0	-	197 5 0	-	-
Tavistock - B.S. 12	-	-	10 12 9	149 5 0	-	782 3 4	67 9 0	-
Tavistock - N.S. 4	415 0 0	1847	23 11 9	176 15 0	-	972 14 2	40 2 0	-
Tawton, Bishop's - N.S.	66 10 0	1843	-	-	-	-	-	-
Tawton, North, Ch. of E.	195 0 0	1858	-	-	-	-	-	-
Teignton, Bishop's - Ch. of E. 5	-	-	-	-	-	60 4 2	53 12 0	-
Teignton, King's - N.S. 4	188 0 0	1848	2 6 8	-	-	114 9 7	8 0 0	-
" " - N.S.	3 12 6	1854	-	-	-	-	-	-
Thorverton - N.S. 4	140 0 0	1843	1 19 10	80 6 8	-	77 1 8	18 3 0	-
Tipton, St. John's - N.S.	50 0 0	1843	-	-	-	-	-	-
Tiverton - N.S. 4	138 0 0	1858	-	18 15 0	-	27 10 0	15 5 0	-
Tiverton - B.S. 12	-	-	22 11 0	175 18 4	91 13 4	2,517 5 0	35 11 0	-
Tiverton (Bampton Street), Infants - B.S. 12	-	-	5 0 0	106 6 8	-	408 18 4	17 13 0	-
Topsham - Wes. 11	-	-	5 17 10	102 0 0	-	75 0 0	62 13 0	-
Tor, Yonge - N.S. 3	250 0 0	1847	7 14 9	69 3 4	-	288 0 0	21 14 0	-
" " - N.S.	36 0 0	1847	-	-	-	-	-	-
" " - N.S.	15 6 5	1853	-	-	-	-	-	-
" " - N.S.	47 0 0	1854	-	-	-	-	-	-
Torrington, Black - N.S.	*40 0 0	1836	-	-	-	-	-	-
Torrington, Great - N.S.	*150 0 0	1835	-	-	-	-	-	-
Torquay - N.S. 4	-	-	6 14 6	121 10 0	-	786 18 4	55 3 0	-
Turnchapel - N.S. 4	-	-	-	16 10 0	-	3 15 0	7 8 0	-
Uxoulme - N.S. 4	-	-	-	47 8 4	-	35 15 0	-	-
Up-Ottery - N.S.	125 0 0	1844	1 16 6	-	-	-	-	-
" " - N.S.	1 16 0	1847	-	-	-	-	-	-
Upton, Boston Fields - N.S.	85 0 0	1856	-	-	-	-	-	-
Upton Pyne - N.S. 3	-	-	1 19 6	83 6 8	-	109 10 0	55 0 0	-
Warkleigh - N.S.	47 10 0	1847	-	-	-	-	-	-
Whimple - N.S. 3	96 0 0	1850	1 0 2	17 10 0	-	10 0 0	6 15 0	-
Willand - N.S.	70 0 0	1845	-	-	-	-	-	-
Winkleigh - N.S.	64 0 0	1841	-	-	-	-	-	-
Witheridge - N.S. 6	95 0 0	1847	0 19 11	-	-	-	8 8 0	-
" " - N.S.	82 0 0	1847	-	-	-	-	-	-
Withycombe Baw- leigh - N.S.	40 5 10	1842	-	-	-	-	-	-
Woborough and Highweek - N.S. 4	150 0 0	1844	7 6 8	2 10 0	-	135 0 0	37 17 0	-
" " - N.S.	10 0 0	1850	-	-	-	-	-	-
" " - N.S.	9 17 4	1857	-	-	-	-	-	-
Woodbury (Broadmead's), Endowed School - 12	-	-	2 2 11	48 5 0	-	187 13 4	60 3 0	-
Yarncombe - N.S.	51 0 0	1848	-	-	-	-	-	-
DORSETSHIRE.								
Allington - N.S.	*80 0 0	1839	-	-	-	-	-	-
Alton Pancras - N.S.	75 0 0	1847	2 2 3	-	-	-	-	-
" " - N.S.	25 0 0	1848	-	-	-	-	-	-
Athelhampton - B.S. 5	-	-	1 12 9	21 10 0	-	20 0 0	21 17 0	-
Beaminster - N.S. 9	-	-	2 3 9	59 3 4	-	75 7 0	15 3 0	-
Black Down - N.S.	60 0 0	1847	-	-	-	-	-	-
" " - N.S.	22 0 0	1847	-	-	-	-	-	-
Blandford, Boys - N.S. 7	130 0 0	1847	8 12 7	141 15 0	-	599 16 8	62 6 0	-
" " - N.S.	14 13 4	1852	-	-	-	-	-	-
Blandford, Girls - N.S. 7	63 0 0	1858	3 6 7	66 0 0	-	270 6 8	50 13 2	-
Blandford - B.S.	150 0 0	1841	-	-	-	-	-	-
Bradford Peverell, Ch. S. 7	-	-	1 2 9	37 10 0	-	47 5 10	19 15 6	-

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Grat- uities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools	
		Amount.	Date of Payment.							
DORSETSHIRE—cont.										
Bridport (B. G. & L.), General School	- 10	261 0 0	1850	19 3 10	166 15 0	-	1,120 15 0	142 1 0		
" "	-	18 0 0	1853							
" "	-	500 0 0	1855							
" "	-	55 15 4	1858							
Bredy, (Long) and Kington Russell	N.S. 7	157 0 0	1856	2 0 0	21 5 0	-	-	19 0 0		
" "	-	141 0 0	1858							
Broadmayne	- N.S.	48 0 0	1846							
Broadwindsor	- N.S. 2	150 0 0	1844	2 2 11	-	-	222 5 0	15 13 0		
Buckland, Newton	-									
Ch. of E.	-	268 0 0	1858							
Burton, East	- N.S.	38 10 0	1843							
Cann, St. Rumbolt's	N.S.	70 0 0	1846							
" "	-	1 2 6	1848							
Cattistock	- N.S. 7	*45 0 0	1841	1 2 6	48 3 4	-	-	9 11 0		
Chardstock, Indust.	N.S. 3	*100 0 0	1839	5 5 0	17 0 10	-	-	-	16 5 0	
" "	-	150 0 0	1850							
Chideock	- N.S. 10	117 0 0	1849	1 6 8	-	-	-	2 4 0		
Compton, Nether and Over	- N.S. 2	114 0 0	1849	1 11 4	30 16 8	-	100 0 0	19 15 0		
" "	-	7 13 4	1853							
Corfe Castle	- N.S. 7	-	-	5 4 10	85 5 0	-	305 3 4	94 2 6		
Corfe Castle	- B.S. 5	*295 0 0	1834	4 12 1	-	-	426 14 2	56 4 0		
Corscombe	- N.S. 3	5 5 7	1850	-	10 0 0	-	73 3 4	-		
Cranborne	- N.S. 7	-	-	-	5 0 0	-	-	-		
Critchill More	- Ch. of E.	-	-	-	28 0 0	-	-	5 0 0		
Dorchester, B. & G.	- N.S. 10	*30 0 0	1835	13 8 10	108 7 6	-	790 10 0	76 0 0		
Dorchester, Trinity, Infant	- N.S. 10	-	-	-	2 10 0	-	-	2 17 6		
Emmore Green	- N.S. 12	-	-	1 4 9	43 1 8	-	175 12 6	-		
Edmonsham	- Ch. of E.	150 0 0	1858							
Farnham	- N.S.	*35 0 0	1837							
" "	-	20 0 0	1849							
Fordington, West	- Par. 9	-	-	-	16 15 4	-	-	8 15 0		
Gillingham	- N.S. 11	-	-	4 1 5	123 10 0	-	199 0 0	16 12 0		
Godmanstone	- N.S.	75 0 0	1850							
Halstock	- N.S. 1	*47 0 0	1839	2 4 6	-	-	-	4 6 0		
" "	-	30 0 0	1845							
" "	-	0 18 0	1846							
Hampreston	- N.S.	-	-	1 3 4	-	-	-	-		
Handley	- N.S. 5	-	-	1 0 11	27 6 8	-	12 10 0	-		
Hawkechurch	- N.S.	-10 0 0	1845							
Hewston, Inf.	- Ch. of E.	112 0 6	1856	-	-	-	-	14 17 0		
Hinton Martell, Ch. of E.	7	-	-	-	-	-	-	25 11 0		
Hinton, St. Mary's	- N.S.	70 0 0	1844							
Hinton (Tarrant)	- N.S. 7	-	-	1 19 2	15 0 0	-	30 0 0	22 0 0		
Holt	- N.S. 9	200 0 0	1844	2 4 0	-	-	-	8 6 0		
Hook	- Ch. of E.	-	-	1 18 3	-	-	-	-		
Ibberton	- N.S.	*25 0 0	1835							
Iwerne Minster	- N.S.	*60 0 0	1839							
Kington	- N.S. 7	*40 0 0	1836	6 17 0	32 10 0	-	158 8 4	50 8 0		
Kington Magna	- N.S. 11	150 0 0	1855	1 3 0	-	-	15 0 0	39 15 10		
" "	-	114 0 0	1858							
Langton-Herring	- N.S. 10	-	-	-	7 10 0	-	-	3 0 0		
Langton-Matavers	- N.S. 7	70 0 0	1845	6 6 8	15 0 0	-	98 6 8	55 17 8		
" "	-	6 13 4	1855							
Longfleet	- N.S. 7	-	-	1 13 4	27 10 0	-	15 0 0	16 9 0		
Lyme Regis	- N.S. 4	15 0 0	1855	6 8 0	101 5 0	9 7 6	216 7 6	48 16 0		
Lyme Regis	- B.S. 9	*150 0 0	1837	2 17 7	-	-	295 0 0	-		
" "	-	15 16 0	1852							
" "	-	7 0 0	1854							
Lytchet Minster	- N.S.	*43 0 0	1839							
" "	-	3 12 0	1846							
Malden Newton and Frome Vauchurch	- N.S. 7	66 0 0	1842	4 1 11	108 6 8	-	218 0 0	58 2 9		
Marshwood	- N.S. 2	51 0 0	1843	1 2 9	-	-	31 9 2	9 9 0		
" "	-	6 0 0	1845							
Melplash	- N.S.	105 0 0	1850							
Milton Abbas	- N.S. 1	-	-	-	12 0 0	-	-	-		

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	Amount.	Date of Payment.						
DORSETSHIRE—cont.								
Monkton Wyld	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ch. of E. 3	-	-	-	13 6 8	-	-	13 10 0	0
Morecombe Lake N.S.	81 0 0	1847	-	25 10 0	-	-	-	-
Netherbury N.S. 10	-	-	1 10 0	-	-	-	8 8 0	-
Okeford, Child N.S. 9	80 0 0	1847	1 13 4	45 3 4	-	159 8 4	14 5 0	-
Osmington N.S. 9	46 0 0	1837	-	-	-	-	-	-
" " " "	12 10 0	1852	-	-	-	-	-	-
" " " "	6 11 0	1858	-	-	-	-	-	-
Piddlethrethide N.S. 7	-	-	1 9 10	41 5 0	-	71 5 0	5 0 0	-
Pimperne N.S. 7	-	-	2 18 0	5 0 0	-	24 10 0	20 12 6	-
Poole N.S. 7	150 0 0	1835	6 6 11	46 13 4	-	56 17 6	22 11 0	-
" " " "	46 0 0	1857	-	-	-	-	-	-
Portland, St. John's N.S. 10	40 0 0	1843	8 6 8	38 0 0	-	33 15 0	34 15 0	-
" " " "	483 0 0	1858	-	-	-	-	-	-
Portland, Grove " " " "	-	-	-	-	-	-	6 1 0	-
Portland, Prison " " " "	-	-	-	-	-	-	-	-
Officers' School " " " "	-	-	7 17 4	70 16 8	-	114 5 0	32 15 0	-
Portland, St. George's B.S. 6	-	-	5 5 10	-	-	65 10 0	14 5 0	-
Portland, St. George's Parish School	483 0 0	1858	-	-	-	-	-	-
Portland, Wes. 6	239 0 0	1858	4 15 1	22 13 4	-	-	10 0 0	-
Powerstock N.S. 10	-	-	1 4 2	-	-	100 0 0	23 4 0	-
Preston N.S. 9	-	-	1 4 2	63 11 8	-	98 6 8	-	-
Rampisham N.S. 7	105 0 0	1846	0 9 5	30 10 0	-	190 8 4	9 17 4	-
" " " "	10 10 8	1858	-	-	-	-	-	-
Shaftesbury B.S.	190 0 0	1840	-	-	-	-	-	-
Shaftesbury, Holy Trinity N.S. 11	108 0 0	1843	7 19 1	161 6 8	-	606 0 2	15 0 0	-
" " " "	13 10 0	1856	-	-	-	-	-	-
Sherborne (Horse-castles Lane) N.S. 2	1,193 0 6	1857	18 2 11	46 5 0	27 10 0	483 13 4	81 1 0	11 17 8
" " " "	15 5 0	1857	-	-	-	-	-	-
Sherborne New-lands N.S. 2	-	-	1 11 4	40 1 8	-	237 11 8	38 6 0	-
Sherborne Literary Institution, Eveng. S.	-	-	3 3 7	-	-	-	-	-
Sherborne (Long Street), Boys B.S. 10	-	-	5 0 10	35 5 0	-	169 10 0	23 9 0	-
Shillingstone, Ch. of E.	-	-	2 0 0	-	-	-	-	-
Stalbridge N.S. 11	-	-	5 11 5	67 10 0	-	235 16 8	43 13 0	-
Stinsford and Bockhampton N.S. 9	85 0 0	1849	1 2 0	-	-	-	7 9 0	-
Stourpaine N.S.	50 0 0	1841	1 10 0	-	-	-	-	-
Stover, East N.S. 11	-	-	1 11 1	46 13 4	-	100 0 0	6 10 0	-
Stover Provost and Todbere N.S. 12	125 0 0	1850	2 8 1	-	-	99 3 4	16 11 0	-
" " " "	16 6 8	1855	-	-	-	-	-	-
Sturminster, New- ton N.S.	500 0 0	1855	-	-	-	-	-	-
Sutton-Waldron N.S. 11	-	-	2 9 10	136 7 6	-	180 5 0	0 6 0	-
Swanage N.S. 7	16 4 6	1858	7 15 1	24 15 0	-	67 2 6	39 9 0	-
Tollard Royal, Ch. of E.	-	-	2 16 4	-	-	-	-	-
Verwood N.S. 7	105 0 0	1847	-	26 13 4	20 0 0	222 4 2	-	-
" " " "	2 13 6	1853	-	-	-	-	-	-
Wareham N.S. 7	-	-	13 10 11	160 0 0	-	895 1 8	107 1 8	-
Wareham B.S. 5	-	-	2 15 10	48 0 0	-	52 10 0	35 7 0	-
Wareham and Purbeck P.U. 11	-	-	-	-	-	14 3 4	-	-
Weymouth B.S. 6	-	-	2 14 7	17 10 0	-	133 0 0	24 0 0	-
Weymouth, Holy Trinity N.S. 9	330 0 0	1854	12 4 11	134 8 4	-	483 13 4	72 11 0	-
" " " "	185 0 0	1853	-	-	-	-	-	-
Weymouth and Melcombe Regis, St. Mary's Ch. of E. 9	80 0 0	1854	23 10 2	92 13 4	-	821 3 4	75 9 0	-
" " " "	190 0 0	1853	-	-	-	-	-	-
Whitchurch nonicorum N.S. 1	100 0 0	1841	-	-	-	258 16 8	11 12 0	-
" " " "	31 12 6	1849	-	-	-	-	-	-

a Now united.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
DORSETSHIRE—cont.								
Wimborne Minster - N.S. 7	200 0 0	1843	21 1 4	213 0 0	-	92 6 8	108 10 10	
Winterbourne Whit- church - N.S. 9	*30 0 0	1835	1 0 0	-	-	-	11 19 0	
Wool - N.S.	-	-	1 18 8	-	-	-	-	
Wyke Regis - Ch. of E. 10	-	-	1 19 8	40 9 0	-	33 0 0	17 10 0	
DURHAM.								
Auckland, Bishop, St. Ann's - N.S. 5	260 0 0	1856	3 11 9	33 6 8	-	198 0 0	15 6 0	
Auckland, Bishop (Bishop Barring- ton's School) - 5	-	-	5 9 5	-	-	157 16 8	35 15 0	
Night School 5	-	-	-	-	-	7 2 0	-	
Auckland, Bishop, St. Helen's - B.S. 6	-	-	-	-	-	-	32 4 0	
Auckland, West - N.S.	110 0 0	1852	-	-	-	-	-	
Barlow - Ch. of E. 5	-	-	-	-	-	-	16 16 0	
Barnard Castle - N.S. 3	90 0 0	1840	18 15 4	130 0 0	-	1,051 16 8	201 2 0	
" - " - "	50 0 0	1849	-	-	-	-	-	
" - " - "	25 0 0	1854	-	-	-	-	-	
Barnard Castle, Vic- toria, Infants - B.S. 5	*100 0 0	1833	2 17 8	-	38 13 4	6 16 0	-	
Barnard Castle - Wes. 5	-	-	6 11 4	91 5 9	-	243 16 0	59 5 0	
Belmont - Ch. S. 3	24 0 0	1853	10 1 5	47 10 0	-	106 3 4	46 8 0	
" - " - "	25 0 0	1858	-	-	-	-	-	
Billingham - Ch. S.	103 0 0	1853	2 0 0	-	-	-	-	
Birtley - R.C.	-	-	3 16 7	-	-	-	-	
Brooms, St. Cuth- bert's - R.C.	-	-	4 19 10	-	-	-	-	
Byers Green - N.S. 4	50 0 0	1841	2 0 2	71 5 0	-	242 11 8	62 18 0	
" - " - "	329 0 0	1855	10 0 0	-	-	-	-	
Castle Eden, Col- liery - N.S.	163 10 0	1844	3 3 6	-	-	-	-	
" - " - "	50 0 0	1847	-	-	-	-	-	
Castle Eden (Mrs. Burdon's) - N.S. 4	-	-	-	20 6 8	-	74 3 4	8 0 0	
Chester-le-Street - N.S. 3	120 0 0	1842	12 2 1	56 13 4	-	243 0 0	57 12 0	
" - " - "	73 10 0	1856	-	-	-	-	-	
Colliery - " - N.S. 4	75 0 0	1846	4 4 9	76 10 0	-	53 15 0	26 0 0	
" - " - "	22 0 0	1855	-	-	-	-	-	
Coopen-Bewley - N.S.	140 0 0	1858	-	-	-	-	-	
Coundon - N.S. 5	100 0 0	1842	6 18 7	56 10 0	-	29 6 8	13 3 0	
" - " - "	33 0 0	1857	-	-	-	-	-	
Crook-Pease's-West - B.S. 6	-	-	10 15 0	11 15 0	-	122 18 4	31 7 0	
Darlington - Wes. 5	1,388 0 0	1858	13 9 7	57 10 0	-	233 15 0	3 15 0	
Darlington, Black- boy Colliery, Ch. S. 5	-	-	9 10 4	105 0 0	-	336 13 4	60 0 0	
Darlington (Bridge Street) - B.S. 6	100 0 0	1841	11 9 10	86 13 4	-	523 0 0	30 17 0	
" - " - "	40 0 0	1854	-	-	-	-	-	
Darlington (Feet- ham's) - B.S. 5	-	-	1 16 10	30 0 0	-	123 0 0	-	
Darlington, Holy Trinity - N.S. 3	230 0 0	1846	24 3 7	244 0 0	-	959 10 0	50 11 0	
" - " - "	132 10 0	1851	-	-	-	-	-	
" - " - "	20 0 0	1854	-	-	-	-	-	
" - " - "	4 4 0	1855	-	-	-	-	-	
" - " - "	15 0 0	1857	-	-	-	-	-	
Darlington (Kendrew Street) - B.S. 5	-	-	7 11 6	34 13 4	-	205 5 0	8 6 0	
Darlington, St. Augustine's - R.C. 7	-	-	5 12 9	149 7 6	-	230 1 8	22 10 0	
Darlington, St. Cuthbert's - N.S. 7	-	-	-	3 15 0	-	-	-	
Darlington (Skin- negrade Street) - B.S. 6	-	-	4 17 11	118 15 0	-	594 13 4	33 15 0	

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
		Amount.	Date of Payment.						
DURHAM—cont.									
Deptford, St. An- drew's	N.S. 6	160 0 0	1843	5 18 5½	116 0 6	-	155 13 4	33 19 10	
" " "	"	30 0 0	1849						
" " "	"	17 13 4	1857						
Durham	Wes. 7	-	-	5 1 0½	45 0 6	-	32 10 0	23 19 0	
Durham, Blue Coat	N.S. 3	-	-	14 2 8½	248 12 6	-	1,065 1 8	43 10 0	1 12 0
Durham, Model School	"	-	-	4 3 4½					
Durham, St. Cuth- bert's	R.C. 7	-	-	5 12 2	165 10 0	-	448 13 4	30 0 0	
Durham, St. Os- wald's	N.S. 3	220 0 0	1845	1 18 5½	134 13 4	-	502 5 0	39 16 0	
" " "	"	185 15 0	1853						
" " "	"	25 0 0	1854						
Eaglescliffe	N.S. 4	*40 0 0	1839	8 5 5	112 10 0	31 5 0	226 12 6	38 13 0	
" " "	"	52 0 0	1851						
" " "	"	9 10 0	1855						
Basington, Charity	Par. 4	-	-	-	18 15 0	-	-	3 6 0	
Eighton Banks	N.S. 4	-	-	3 2 0½	15 2 6	-	32 10 0	10 3 0	
Escomb and Witton	"	-	-	-	-	-	-	-	
Park Iron Works	N.S. 6	90 0 0	1849	5 9 7½	35 15 0	-	97 18 4	20 17 6	
" " "	"	118 10 0	1858						
Etherley	N.S. 7	*40 0 0	1834						
Ferry Hill	N.S. 8	98 0 0	1848						
Framwellgate Moor	"	-	-	-	-	-	-	-	
" " "	N.S. 5	50 0 0	1846						
Gainford	N.S. 5	92 0 0	1858	1 18 11½	5 0 0				
Gateshead	N.S. 5	252 0 0	1842						
Gateshead, Sunday and Infants	N.S. 5	*140 0 0	1837						
Gateshead, Our Lady and St. Wil- fred's	R.C. 4	-	-	2 13 4					
Greatham	N.S. 4	*30 0 0	1836						
" " "	"	30 0 0	1847						
Greenside	Ch. of E. 6	-	-	-	20 12 6	-	-	22 0 0	
Hartlepool, Holy Trinity, Dist. Ragged S.	N.S. 7	-	-	1 14 0					
Hartlepool, St. Bega's R.C.	R.C. 8	-	-	5 19 11					39 18 4
Hartlepool, St. Hilda's	"	-	-	-					
" " "	R.C. 8	-	-	2 17 1	123 13 4	-	199 10 0	32 3 0	
Hendon, St. Paul's	N.S. 7	671 0 0	1856	13 6 8½	74 18 4	-	197 18 4	39 17 0	
Hetton-le-Hole	N.S. 4	*110 0 0	1840	-	3 15 0				
Heworth, near Gateshead	N.S. 4	*58 0 0	1837						
Heworth, St. Alban's	"	-	-						
Windy Nook	N.S. 4	*85 0 0	1838						
" " "	"	60 0 0	1843						
Holmside	N.S. 4	42 0 0	1847						
" " "	"	30 0 0	1849						
Holy Island	N.S. 4	44 0 0	1841						
Houghton-le-Spring, St. Michael's	N.S. 3	-	-	13 15 6½	247 15 0	-	915 16 0	71 4 0	
Houghton-le-Spring	N.S. 3	-	-	6 1 8	6 5 0	-	-	6 1 0	
Houghton-le-Spring, St. Michael's	R.C. 8	-	-	3 5 5	113 5 0	-	-	17 6 0	
Hunwick	N.S. 4	72 0 0	1850	1 18 0	33 2 6	-	74 11 8	19 1 0	
" " "	"	32 4 0	1855						
Hurworth-on-Tees	Wes. 5	-	-	3 16 8½	40 0 0	-	132 0 0	23 13 0	
Hylton, North	N.S. 4	37 10 0	1852						
Hylton, South	N.S. 4	*110 0 0	1837						
Lamesley	N.S. 4	-	-	7 3 3½	162 14 2	-	303 5 0	68 13 0	
Langleydale	N.S. 4	162 0 0	1858						
Ludworth	N.S. 6	120 0 0	1849	2 11 7½	6 5 0	-	-	10 3 0	
Lumley	N.S. 3	61 3 4	1858	4 0 8½	40 10 0	-	129 5 0	32 5 0	
Lynesack, St. John's	N.S. 4	152 0 0	1853						
Lynesack and Softley	B.S. 4	*50 0 0	1840						
Middleton-in-Stran- ton	N.S. 4	50 0 0	1840						

Schools aided by Parliamentary Grants.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teachers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools
	Amount.	Date of Payment.						
DURHAM—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Middleton-in-Teesdale - N.S.	*45 0 0	1841						
Newbottle, St. Mat- thew's - N.S.	3		6 1 11	167 6 8	-	299 0 0	61 3 0	
Newfield - N.S.	200 0 0	1841						
	38 6 8	1856						
Pelton - N.S.	3		2 18 34	-	-	32 10 0		
	40 0 0	1848						
	126 0 6	1851						
Rynope, Village, Ch. of E. Sacriston - N.S.	6		-	5 0 0				
	60 0 6	1845	2 13 7					
Seaham Harbour - N.S.	6		16 19 4	151 5 0	77 1 8	188 18 4	142 8 9	
	273 0 0	1837						
" - N.S.	80 0 0	1856						
Seaton Carew - N.S.	4		5 0 3	164 5 0	-	250 0 0	29 1 0	
	115 0 0	1844						
	13 5 0	1854						
Seaton Colliery Sch. Night Sch. - N.S.	7		4 11 8	6 5 0	-	5 0 0	12 7 0	
	45 0 0	1845	2 17 72	11 13 4	-	46 5 0	10 5 0	
Sherburn Hill - N.S.	4							
	20 0 0	1850						
" - N.S.	15 15 0	1855						
	40 0 0	1858						
Sherburn Shields, South, Holy Trinity - N.S.	6		-	3 15 0	-	-	4 18 0	
	*200 0 0	1837	13 13 11	122 1 8	-	923 3 4	11 2 0	
Shields, South (Jarrows Chemical Works) B.S.	5		20 7 1	285 4 2	16 13 4	715 10 0	23 19 0	
Shields, South, Old Cha- rity, or St. Hilda's N.S.	6		-	97 10 0	-	100 0 0	14 8 0	
Shields, South (Union) B.S.	6		13 18 04	209 16 8	-	1054 8 4	58 15 0	
	*225 0 0	1835						
	280 0 0	1858						
Shields, South, St. John's, Saville Street - Sess.	5		4 10 104	215 13 4	20 0 0	587 18 4	8 18 0	
	400 0 0	1848	418 4 8					
Shields, South, St. Ste- phen's - N.S.	4		13 14 51	130 6 8	63 6 8	404 15 10	39 7 0	
Shildon - N.S.	*55 0 0	1837	1 1 34					
" - N.S.	70 0 0	1841						
" - N.S.	45 0 0	1847						
Shildon, New - B.S.	206 12 3	1857	-	15 0 0	-	35 16 8	19 14 0	
Shincliffe - N.S.	3		1 17 103	51 10 0	-	115 10 0	42 3 0	
South Church - N.S.	5		4 0 02	82 10 0	-	361 13 4	68 16 0	
" - N.S.	37 4 0	1854						
" - N.S.	36 9 0	1858						
South Church - B.S.	6		3 15 3	11 0 0	-	-	7 12 0	
Southwick - N.S.	6		4 15 34	48 15 0	-	85 16 8	35 16 0	
	9 13 4	1853						
Spennymoor - N.S.	4		3 16 82	13 6 8	-	-	21 12 0	
	100 0 0	1840						
" - N.S.	13 4 0	1854						
Stalndrop - N.S.	4		2 14 24	60 0 0	-	77 10 0	28 16 0	
Stainton (Barnard Castle) - N.S.	3		-	45 0 0	-	29 3 4	46 1 0	
Stainton, Great - N.S.	3		1 0 0	6 5 0	-	23 7 6	4 13 0	
	54 0 0	1848						
	9 6 8	1855						
Stella, St. Cuthbert's, or Blaydon - N.S.	3		15 15 3	133 0 0	55 0 0	490 9 2	113 0 0	
" - N.S.	452 0 0	1854						
" - Night S.	3		-	-	-	10 0 0		
Stella - R.C.	8		4 16 0	82 10 0	-	200 0 0	41 0 0	
Stockton-on-Tees, Holy Trinity, Boys N.S.	3		12 19 104	48 6 8	-	47 3 4	15 12 0	
" - N.S.	350 0 0	1850						
" - N.S.	90 0 0	1853						
" - N.S.	24 0 0	1857						
Stockton-on-Tees (Industrial) - N.S.	3		-	103 11 8	-	521 8 4	8 10 0	
Stockton-on-Tees, St. Thomas', Central N.S.	4		8 7 94	112 10 0	-	190 15 10	19 14 0	
	300 0 0	1847						
Stockton-on-Tees - B.S.	6		5 15 11	89 3 4	-	474 13 4	30 15 0	
	100 0 0	1841						

a Scientific apparatus.

Schools aided by Parliamentary Grants.

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	Amount.	Date of Payment.						
DURHAM—cont.								
Sunderland (the Gray S.)	4	£ 90 0 0	1836	26 15 4	238 6 8	-	1,078 13 4	50 7 8
Sunderland - B.S.		1150 0 0	1857					
Sunderland, St. Mary's		30 0 0	1840					
Sunderland, Whitburn	7	-	-	12 12 8	187 13 4	-	815 0 10	44 11 0
Street - Wes.	6	-	-	8 13 2	67 7 6	-	63 15 0	29 2 0
Sunderland, Nicholson								
Street - Wes.	6	-	-	7 12 9	57 10 0	-	95 1 8	5 10 0
Sunderland, Trimdon								
Street - Wes.	6	-	-	5 3 0	65 7 6	-	6 5 0	5 4 0
Tandfeld - N.S.	4	100 0 0	1844	1 13 5	61 13 4	-	72 18 4	31 13 0
Thornley - N.S.	6	75 0 0	1845	-	-	-	-	5 12 0
Thornley, Night S. - N.S.	6	-	-	1 8 2	-	-	10 0 0	-
Thornley Colliery - N.S.		-	-	2 0 0	-	-	-	13 15 0
Thornley, St. Godrie's R.C.		-	-	5 10 8	70 13 4	-	241 11 8	69 11 3
Tow Law - N.S.	6	400 0 0	1849	-	-	-	-	-
Washington - Par.	6	7 4 0	1851	2 13 4	11 0 0	-	20 0 0	3 17 0
Washington, Chemical		357 0 0	1858	-	-	-	-	-
Works School	6	-	-	-	11 12 6	-	12 1 8	12 9 0
Wearmouth, Bishop				-	-	-	-	-
Ch.S.	3	777 6 8	1854	-	58 10 0	77 1 8	76 11 8	38 13 9
Wearmouth, Bishop, Infants				-	-	-	-	-
N.S.	6	150 0 0	1847	10 0 0	47 6 8	-	116 13 4	10 1 3
Wearmouth, Bishop, Rectory Park				-	-	-	-	-
N.S.	3	-	-	-	29 3 4	14 11 8	-	-
Wearmouth, Colliery								
School	6	-	-	7 16 10	13 6 8	-	29 3 4	7 15 0
Wearmouth, Monk				10 13 5	83 17 6	29 3 4	298 18 4	42 0 0
N.S.	6	180 0 0	1848	-	-	-	-	-
Whitburn - N.S.	6	20 13 4	1858	-	-	-	-	-
Whorlton - N.S.	4	25 0 0	1857	1 9 10	4 3 4	-	-	14 14 3
Willington - N.S.	5	52 0 0	1855	1 10 0	39 5 0	-	-	20 6 0
Winstan - Ch. of E.	3	-	-	4 13 8	48 15 0	-	25 0 0	31 10 0
Winston - Ch. of E.	4	-	-	-	35 10 0	45 16 8	50 16 8	36 11 0
Witton Gilbert - N.S.		35 0 0	1845	1 10 0	-	-	-	-
Wolsingham - N.S.	6	200 0 0	1845	9 12 6	134 5 0	-	460 6 8	62 1 10
Wolviston - N.S.		50 0 0	1845	-	-	-	-	-
Wreckenton - N.S.	6	49 0 0	1838	-	-	-	-	-
" - N.S.		65 0 0	1842	4 3 4	21 5 0	-	41 1 8	25 5 3
" - N.S.		34 16 8	1855	-	-	-	-	-
" - N.S.		132 10 0	1858	-	-	-	-	-
Essex.								
Abbridge - N.S.		52 0 0	1845	-	-	-	-	-
Altham - N.S.		30 0 0	1844	-	-	-	-	-
Arkesden - N.S.		50 0 0	1843	-	-	-	-	-
Ashdon - N.S.	4	5 0 0	1849	4 17 4	65 1 8	-	367 7 6	27 16 0
Aveley - N.S.	6	80 0 0	1845	3 11 2	13 15 0	-	28 5 0	68 5 0
" - N.S.		3 10 0	1848	-	-	-	-	-
" - N.S.		42 0 0	1853	-	-	-	-	-
Baddow, Great - N.S.	5	75 0 0	1839	2 8 1	60 16 8	-	100 0 0	46 15 0
Baddow, Little - N.S.	5	-	-	-	-	-	-	2 17 0
Bardfield, Great - B.S.	5	-	-	5 0 1	82 10 0	-	460 10 0	95 5 0
Barkingside - N.S.		72 0 0	1842	-	-	-	-	-
Belchamp, Walter - N.S.		28 0 0	1843	-	-	-	-	-
Benfleet, South - N.S.		75 0 0	1839	-	-	-	-	-
Bentley, Great - N.S.		120 0 0	1845	-	-	-	-	-
Bentley, Little - N.S.		145 0 0	1849	-	-	-	-	-
Borden - N.S.		60 0 0	1843	-	-	-	-	-
Billericay - N.S.	5	142 0 0	1858	1 12 10	64 6 8	-	209 13 4	51 15 0
" - N.S.		70 0 0	1839	-	-	-	-	-
" - N.S.		17 0 0	1847	-	-	-	-	-
" - N.S.		5 6 6	1847	-	-	-	-	-
" - N.S.		13 6 8	1855	-	-	-	-	-
" - N.S.		13 18 9	1856	-	-	-	-	-

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	Amount.	Date of Payment.						
Essex—cont.								
Birch - N.S. 3	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birdbrook - N.S. 3	60 0 0	1840	4 11 8	-	-	35 0 0	5 16 0	-
Bocking - N.S. 3	*37 0 0	1836	-	27 10 0	-	53 15 0	17 7 6	-
Boreham - N.S. 3	120 0 0	1848	-	-	-	-	-	-
Bower's Gifford - N.S. 3	70 0 0	1847	-	-	-	-	-	-
Boxted - N.S. 3	*55 0 0	1837	-	-	-	-	-	-
Braintree Public - B.S. 5	-	-	6 1 7½	54 10 0	-	170 0 0	34 12 0	-
Brentwood - N.S. 3	*50 0 0	1836	-	-	-	-	-	-
-	*60 0 0	1837	-	-	-	-	-	-
-	88 0 0	1842	-	-	-	-	-	-
Brightlingsea - N.S. 3	-	-	2 17 11½	-	-	4 16 8	-	-
Broomfield - B.S. 3	-	-	-	-	-	-	-	-
Bumpstead, Helions, N.S. 3	132 5 0	1854	-	-	-	-	-	-
Bumpstead, Steeple N.S. 3	132 0 0	1849	1 13 7½	62 16 8	-	157 0 0	37 19 9	-
" " " "	5 7 0	1853	-	-	-	-	-	-
" " " "	15 7 6	1854	-	-	-	-	-	-
" " " "	115 0 0	1855	-	-	-	-	-	-
Chadwell, St. Mary's - N.S. 6	94 0 0	1856	1 13 4½	20 11 8	-	-	7 0 6	-
Chelmsford, Victoria - N.S. 5	*350 0 0	1841	4 15 2½	204 8 4	-	1225 16 8	36 10 0	-
Chelmsford - B.S. 3	*300 0 0	1841	-	-	-	-	-	-
Chesterford, Great N.S. 4	200 0 0	1849	4 16 10	146 10 10	-	599 0 4	38 8 0	-
-	67 0 0	1857	-	-	-	-	-	-
Chigwell, St. James' - N.S. 3	75 0 0	1850	-	9 3 4	-	-	-	-
and Mashbury - N.S. 3	*55 0 0	1839	-	-	-	-	-	-
Chigwell Row - N.S. 3	70 0 0	1833	-	-	-	-	-	-
Chigwell Row - B.S. 3	80 0 0	1841	-	-	-	-	-	-
Childerditch - N.S. 3	45 0 0	1845	-	-	-	-	-	-
Clavering - N.S. 3	65 0 0	1845	-	-	-	-	-	-
Clavering - B.S. 5	90 0 0	1840	3 2 9½	191 13 4	-	158 2 6	40 10 0	-
-	26 13 6	1854	-	-	-	-	-	-
Coggeshall - N.S. 3	*200 0 0	1839	1 18 3½	-	-	-	-	-
-	125 0 0	1847	-	-	-	-	-	-
Coggeshall - B.S. 3	118 0 0	1842	-	-	-	-	-	-
Colchester, St. Peter's (North Hill) - N.S. 4	*75 0 0	1836	2 6 8½	55 13 4	-	-	8 2 9	-
-	22 17 4	1853	-	-	-	-	-	-
Colchester, Blue Sch. - 4	-	-	5 18 5	77 10 0	37 10 0	188 15 0	54 8 9	-
Colchester, St. Mag- dalen's Branch School - 4	-	-	4 12 11½	82 3 4	-	126 0 0	32 0 10	-
Colne-Engaine - N.S. 3	60 0 0	1847	-	-	-	-	-	-
Copford - N.S. 3	54 0 0	1833	-	-	-	-	-	-
-	18 13 4	1857	-	-	-	-	-	-
-	*60 0 0	1836	-	-	-	-	-	-
Dagenham - N.S. 3	-	-	-	-	-	-	-	-
Danbury - N.S. 5	-	-	-	-	-	4 3 4	-	-
Dedham Heath Ch. of E. 3	102 0 0	1858	-	-	-	-	-	-
Dedham, Girls - N.S. 4	-	-	1 9 3½	-	-	-	5 9 0	-
Dengie - N.S. 6	28 0 0	1846	-	21 1 8	-	-	-	-
-	56 7 6	1854	-	-	-	-	-	-
Dunmow - B.S. 5	150 0 0	1844	3 10 6½	76 16 8	-	290 9 7	114 14 0	-
Dunmow, Great Ch. of E. 3	39 0 0	1858	-	-	-	5 0 0	18 17 0	-
Easter, Good - N.S. 3	26 0 0	1846	-	-	-	-	-	-
Easter, High - N.S. 5	100 0 0	1851	1 18 0½	-	-	32 10 0	9 9 0	-
Elsenham - N.S. 3	-	-	-	8 6 8	-	-	-	-
Epping and Coopersale (Girls) - Ch. of E. 6	-	-	-	4 3 4	-	-	6 17 0	-
Epping and Theydon Garnon, otherwise - N.S. 6	*42 0 0	1836	-	21 5 0	-	-	40 19 6	-
Coopersale - B.S. 1	132 0 0	1847	2 2 6½	18 0 0	-	-	31 3 0	-
Essex, Diocesan Board - 39 3 8½	-	-	-	-	-	-	-	-
Farnham - Ch. of E. 3	-	-	-	24 0 0	-	17 10 0	2 10 0	-
Peering - N.S. 5	110 0 0	1846	-	-	-	22 10 0	-	-
Finchfield - N.S. 3	369 0 0	1855	2 13 10	49 3 4	-	20 0 0	19 12 6	-
Forest Gate - N.S. 7	114 18 4	1854	-	35 15 0	-	-	18 17 0	-
Foxearth - Par. 5	-	-	-	3 6 8	-	-	-	-
Grays - N.S. 7	-	-	-	11 13 4	-	-	-	-
Greenstead, East - N.S. 4	-	-	2 8 8	24 0 0	-	3 15 0	8 15 2	-
Hadleigh - Ch. S. 6	171 0 0	1856	2 1 0½	23 13 4	-	21 6 0	19 1 4	-

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	Amount.	Date of Payment.							
Essex—cont.									
Hainault Forest N.S.	6	102 0 0	1840	-	-	-	46 10 0	-	
Hallingbury, Little N.S.		30 10 0	1841	-	-	-	-	-	
Halstead, St. Andrew's N.S.	6	302 5 0	1851	6 1 5	82 5 10	-	340 0 0	38 17 0	
" " " " " " " "		16 0 0	1857	-	-	-	-	-	
Halstead " " " " " " " "	5	266 0 0	1848	15 9 6	157 1 8	-	330 15 0	26 16 0	
" " " " " " " "		79 0 0	1856	-	-	-	-	-	
Halstead, Trinity N.S.	5	120 0 0	1845	10 5 10½	81 0 0	-	329 11 8	35 16 0	
" " " " " " " "		18 6 0	1854	-	-	-	-	-	
" " " " " " " "		6 0 0	1855	-	-	-	-	-	
" " " " " " " "		21 4 0	1856	-	-	-	-	-	
" " " " " " " "		3 10 6	1857	-	-	-	-	-	
Halstead, Trinity, Night N.S.	5	-	-	-	-	4 0 0	-	-	
Ham, West, Model N.S.	6	39 10 0	1851	6 13 4½	198 6 8	-	885 15 10	128 8 0	
" " " " " " " "		180 0 0	1855	-	-	-	-	-	
Ham, West, and Stratford, Girls & Inf. B.S.	7	240 0 0	1851	2 4 10½	43 10 0	-	635 5 0	46 2 0	
" " " " " " " "		25 0 0	1855	-	-	-	-	-	
Ham, West, and Stratford, Boys B.S.	7	-	-	-	37 10 0	-	250 10 0	74 8 0	
Harlow, Potter Street N.S.		*25 0 0	1836	-	-	-	-	-	
Hasfield Heath B.S.	4	-	-	2 19 0½	-	-	5 0 0	10 15 0	
Havering-atte-Bower N.S.		*32 0 0	1837	-	-	-	-	-	
" " " " " " " "		45 10 0	1848	-	-	-	-	-	
Hedingham, Sible N.S.		180 0 0	1841	-	-	-	-	-	
Hempstead, Ch. S.	3	100 0 0	1853	1 0 14	11 13 4	-	30 8 4	-	
Henny, Great and Little N.S.		106 0 0	1857	-	-	-	-	-	
Hoydon " " " " " " " "		75 0 0	1847	1 14 0½	-	-	-	-	
High Beech " " " " " " " "	5	36 0 0	1840	-	-	-	40 4 2	-	
" " " " " " " "		16 0 0	1848	-	-	-	-	-	
Highwood " " " " " " " "	5	113 0 0	1852	-	-	-	54 3 4	-	
Hockley " " " " " " " "	7	60 0 0	1841	1 2 3	-	-	-	-	
Hornchurch " " " " " " " "		412 4 0	1856	-	-	-	-	-	
Horndon, East N.S.		*52 0 0	1840	-	-	-	-	-	
Horndon on the Hill N.S.		100 0 0	1847	-	-	-	-	-	
Hudson Town N.S.	6	-	-	-	37 8 4	-	118 10 0	14 8 0	
Ilford, Great N.S.		-	-	2 1 5½	-	-	-	-	
Kelvedon " " " " " " " "	5	*61 0 0	1838	1 13 9½	-	-	81 0 10	24 19 0	
" " " " " " " "	4	-	-	1 12 8½	-	-	-	12 18 0	
Kelvedon-Hatch N.S.	1	-	-	-	-	-	-	12 18 0	
Langham, Parish School	11	50 0 0	1850	2 4 2	-	-	-	4 12 0	
" " " " " " " "		11 17 6	1853	-	-	-	-	-	
Langley " " " " " " " "		175 19 0	1857	-	-	-	-	-	
Latchingdon " " " " " " " "		-	-	2 13 4	-	-	-	-	
Laver-de-la-Hay N.S.		*50 0 0	1837	-	-	-	-	-	
Leigh " " " " " " " "	7	500 0 0	1858	2 17 3	156 7 6	-	273 5 0	23 14 0	
Leigh, Great " " " " " " " "		141 0 0	1851	-	-	-	-	-	
Lexden " " " " " " " "	5	-	-	4 15 2	147 10 0	-	221 5 10	16 9 0	
Lindell " " " " " " " "		29 0 0	1842	-	-	-	-	-	
Littlebury, Endowed N.S.	3	-	-	6 2 1½	51 5 0	-	217 2 6	32 19 9	
Loughton " " " " " " " "	7	-	-	2 4 5½	26 13 4	-	41 0 10	1 10 0	
Maldon " " " " " " " "		611 0 0	1840	-	-	-	-	-	
Manningtree " " " " " " " "	5	228 0 0	1857	9 4 11½	20 0 0	-	42 10 0	42 2 0	
Mistley Norman " " " " " " " "	4	-	-	-	-	-	10 16 8	13 15 0	
Newport " " " " " " " "		100 0 0	1850	-	-	-	-	-	
Norton (Cold) " " " " " " " "		20 0 0	1842	-	-	-	-	-	
Oakley " " " " " " " "		*30 0 0	1839	2 0 3½	-	-	-	-	
" " " " " " " "		83 0 0	1853	-	-	-	-	-	
Orsett " " " " " " " "		171 0 0	1849	3 0 11½	-	-	-	-	
Osyth, St. " " " " " " " "		177 15 0	1854	2 14 8	-	-	-	-	
Parndon, Great " " " " " " " "		*25 0 0	1835	-	-	-	-	-	
Pattiswick " " " " " " " "		*45 0 0	1837	-	-	-	-	-	
Plaistow " " " " " " " "	6	*62 0 0	1837	3 6 8	175 0 0	-	230 6 8	39 6 0	
" " " " " " " "		20 0 0	1851	-	-	-	-	-	
" " " " " " " "		9 13 4	1852	-	-	-	-	-	
" " " " " " " "		45 0 0	1855	-	-	-	-	-	

Schools aided by Parliamentary Grants.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
ESSEX—cont.								
Plaistow, Victoria Docks - N.S. 6	-	-	-	13 15 0	-	17 10 0	7 10 0	-
Radwinter - N.S.	360 15 0	1835	-	-	-	-	-	-
Rickling - N.S. 10	30 0 0	1846	2 13 9	24 0 0	-	-	-	-
Romford, Endowed - N.S. 6	21 11 2	1858	7 11 10	205 2 6	-	498 15 0	11 8 0	-
" " " - N.S.	*150 0 0	1835	-	-	-	-	-	-
" " " - N.S.	43 5 6	1852	-	-	-	-	-	-
Romford, Infants - N.S. 6	105 6 8	1853	-	17 13 4	-	39 16 8	2 3 0	-
" " " - N.S.	85 0 0	1844	-	-	-	-	-	-
Romford, Noak Hill - N.S.	170 11 8	1857	-	-	-	-	-	-
Saling, Great - N.S.	98 0 0	1848	1 1 4	-	-	-	-	-
Southchurch - N.S.	42 0 0	1842	4 15 10	-	-	-	-	-
Southend - N.S. 7	170 0 0	1837	-	15 0 0	-	28 15 0	-	-
Southminster - N.S.	-	-	2 13 4	-	-	-	-	-
Springfield - N.S. 5	35 0 0	1846	-	271 6 8	-	683 17 6	50 6 0	-
" " " - N.S.	7 2 0	1850	-	-	-	-	-	-
" " " - N.S.	8 5 0	1854	-	-	-	-	-	-
" " " - N.S.	14 10 0	1853	-	-	-	-	-	-
Stanford Rivers - Ch.S. 5	117 15 0	1851	4 0 5	45 13 4	-	110 11 8	3 11 4	-
" " " - Ch.S.	9 5 0	1857	-	-	-	-	-	-
Stanstead - E.S.	*30 0 0	1835	-	-	-	-	-	-
Stanstead, Mount-icbett - N.S. 3	-	-	4 1 0	-	-	-	14 2 0	-
Stanway - N.S. 4	-	-	1 4 7	12 10 0	-	3 15 0	20 18 0	-
Stock and Butts-bury - N.S.	*90 0 0	1839	-	-	-	-	-	-
Stratford, Boys - B.S.	*125 0 0	1837	2 0 0	-	-	-	-	-
" " " - B.S.	37 6 8	1857	-	-	-	-	-	-
Stratford, Ch. Ch. District - N.S. 6	230 0 0	1850	5 0 0	99 1 8	-	406 3 4	49 7 0	-
Stratford, Eastern Counties Ry. Mech. Inst. S. 1	-	-	-	58 0 0	-	-	14 14 0	-
Stratford, St. John's - N.S. 6	*250 0 0	1837	7 0 0	54 5 10	-	82 15 0	23 2 0	-
" " " - N.S.	78 6 8	1857	-	-	-	-	-	-
Tendring - N.S.	60 0 0	1843	-	-	-	-	-	-
Theydon Bois - N.S.	32 0 0	1841	-	-	-	-	-	-
Tilbury - N.S.	120 0 0	1857	2 0 0	-	-	-	-	-
Toppefield - N.S. 5	426 0 0	1857	3 10 0	-	-	-	-	-
Upminster - N.S. 7	75 0 0	1851	-	-	-	-	4 14 2	-
Wakering, Great - N.S.	50 0 0	1844	-	-	-	-	13 18 0	-
Walden, Saffron - N.S. 3	200 0 0	1846	11 16 0	271 15 0	-	804 5 10	22 19 6	1
" " " - N.S.	9 18 6	1848	-	-	-	-	-	-
" " " - N.S.	12 16 9	1850	-	-	-	-	-	-
" " " - N.S.	3 3 0	1855	-	-	-	-	-	-
" " " - N.S.	6 2 6	1855	-	-	-	-	-	-
Walden, Saffron, Boys - B.S. 5	62 0 0	1855	12 14 5	60 0 0	-	561 19 2	40 10 0	-
Walden, Saffron, Girls - B.S. 5	-	-	-	73 5 0	-	332 10 10	21 8 0	-
Waltham, Great - N.S. 5	240 0 0	1847	4 3 4	32 0 0	-	117 18 4	7 16 0	-
" " " - N.S.	28 1 6	1854	-	-	-	-	-	-
" " " - N.S.	11 2 6	1858	-	-	-	-	-	-
Waltham Abbey - N.S. 6	-	-	7 10 0	63 0 0	-	49 16 8	57 15 0	-
Waltham Abbey - B.S.	60 0 0	1842	-	-	-	-	-	-
" " " - B.S.	50 0 0	1845	-	-	-	-	-	-
Walthamstow, Chapel End, St. John's - N.S.	*50 0 0	1835	-	-	-	-	-	-
Walthamstow, St. Mary's - N.S. 6	-	-	1 0 7	131 6 8	-	596 5 4	80 3 0	-
Wanstead - N.S. 6	-	-	-	21 10 0	-	-	-	-
Warley, Great - N.S. 5	40 0 0	1843	1 0 4	-	-	-	-	-
Warley, Great, Ch.Ch. - N.S. 5	23 3 10	1857	1 15 10	31 2 6	-	40 10 0	20 12 3	-
Wendon-Lofts and Elmdon - N.S.	75 0 0	1844	2 6 8	-	-	-	-	-
Wethersfield - N.S. 4	130 0 0	1844	3 13 0	33 15 0	-	31 5 0	26 19 2	-
" " " - N.S.	15 8 0	1857	-	-	-	-	-	-
Wicken Bonant - N.S.	*20 0 0	1839	-	-	-	-	-	-
Willingale Doe - N.S.	*30 0 0	1839	2 1 4	-	-	-	-	-

a This school is pulled down, and 87. part of proceeds of sale, repaid to the Lords of Her Majesty's Treasury.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on ac- count of As- sist- ant Teach- ers.	Grants to Pup- ils, and Gratui- ties to Masters and Misses.	Capita- tion Grants.	Grants to Re- form- atory and In- dus- trial Schools.
	Amount.	Date of Payment.						
ESSEX—cont.								
Witham - N.S. 6	£ 228 10 0	1842	£ 11 0 11	£ 132 3 4	-	£ 738 16 8	£ 117 10 0	
" - N.S. 6	27 17 4	1883						
Witham - N.S. 4	150 0 0	1887						
Wivenhoe - N.S. 4	278 0 0	1849	8 13 4	95 0 0	45 0 0	466 3 4	105 16 10	
" - N.S. 4	16 10 0	1853						
" - N.S. 4	7 15 0	1880						
Wix - N.S. 4	65 0 0	1844						
Wix - N.S. 6	-	-	1 13 4					
Woodford - N.S. 11	-	-	2 12 0	48 16 8	-	42 10 0	11 17 4	
Woodford - N.S. 11	-	-				32 10 0	14 7 0	
Woodford Bridge, Infants - N.S. 4	-	-	-	-	-	-	6 9 0	
Woodham Ferrers - N.S. 4	106 0 0	1848	-	-	-	-	-	
Yeldham, Great - N.S. 4	-	-	15 0 0	-	-	-	6 11 0	
Yeldham, Little - N.S. 4	133 0 0	1857	1 14 10	-	-	-	-	
GLOUCESTERSHIRE.								
Almondsbury - N.S. 4	*80 0 0	1834	4 16 2	70 2 0	-	346 0 0	71 0 0	
" - N.S. 4	3 5 0	1847						
" - N.S. 4	68 0 0	1848						
" - N.S. 4	25 3 10	1855						
Alstone, Ch.Ch. Inf. N.S. 5	-	-	-	26 13 4	-	153 13 4	7 18 0	
Alvestone - N.S. 4	*40 0 0	1837	3 16 8	-	-	-	-	
Arlingham, Endowed - N.S. 4	91 17 6	1853	-	-	-	-	-	
Arlington - N.S. 4	-	-	2 1 8	-	-	-	-	
Ashchurch - N.S. 4	63 10 0	1842	-	21 0 0	-	18 13 0	6 10 0	
Ashelworth - N.S. 4	42 0 0	1842	-	-	-	-	-	
Avening - N.S. 2	160 0 0	1843	7 2 10	67 15 0	-	337 10 10	42 4 0	
Awre and Blakeney - N.S. 4	115 0 0	1856	-	-	-	-	-	
Badgworth - N.S. 4	20 0 0	1842	-	-	-	-	-	
Bibury - N.S. 4	-	-	1 6 0	25 0 0	-	11 5 0	7 13 0	
Bicknor, English - N.S. 8	*34 0 0	1834	-	16 16 8	-	-	-	
" - N.S. 8	*45 0 0	1839	-	-	-	-	-	
Bisley, Boys - N.S. 6	-	-	3 0 10	13 15 0	-	-	1 10 0	
Bitton - N.S. 4	-	-	-	-	-	-	-	
Blaiston - N.S. 4	69 0 0	1848	-	-	-	-	-	
Bourton-on-the-Hill N.S. 4	-	-	-	12 10 0	-	70 5 0	13 8 0	
Bourton-on-the-Hill N.S. 4	-	-	-	-	-	-	-	
Water - N.S. 7	152 0 0	1851	-	-	-	-	-	
Bream - N.S. 7	28 0 0	1856	1 14 1	20 0 0	-	24 3 4	12 1 0	
Briarvells, St. - N.S. 6	-	-	-	-	-	-	2 5 0	
Brimsfield - N.S. 4	37 0 0	1842	-	-	-	-	-	
Brinscombe - N.S. 4	-	-	1 16 10	40 13 0	-	74 11 8	22 3 0	
Bristol, Brandon - N.S. 4	-	-	12 14 2	121 7 6	-	386 10 0	37 9 0	
Hill, St. George's - N.S. 4	-	-	5 4 10	-	-	2 10 0	-	
Bristol, Coateship - N.S. 3	-	-	-	14 13 4	-	134 5 0	14 10 0	45 7 0
Bristol, Deighton St. R.C. 5	-	-	-	33 12 7	13 10 10	-	-	
Bristol, Diocesan Trade S. 4	-	-	103 6 8	-	-	-	-	
Bristol, Broad Street, St. Philip's, Ragged Sch. 4	-	-	4 11 0	12 10 0	-	-	-	
Bristol, Hannah More's - N.S. 4	120 0 0	1846	24 13 11	369 6 8	-	2,460 15 10	70 10 0	
" - N.S. 4	60 10 0	1847	-	-	-	-	-	
" - N.S. 4	28 0 0	1849	-	-	-	-	-	
" - N.S. 4	14 10 0	1851	-	-	-	-	-	

a Scientific apparatus.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grant to Reformatory and Industrial School.
	Amount.	Date of Payment.						
GLOUCESTERSHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bristol, Pennywell Lane, Ind. Ragged Sch.	4		1 5 10					530 3 0
Bristol, Red Cross St., B.S.	3	75 0 0 1850	35 7 6	161 6 8	130 16 8	2,143 15 0	96 4 0	
" " " "		80 0 0 1853						
" " " "		45 0 0 1854						
" " " "		55 0 0 1856						
Bristol, ditto, "Night Sch.	3					30 0 0		
Bristol, Red Lodge, Girls' Reformatory School.	10		0 14 0					73 6 8
Bristol, St. Augustine's N.S.	4	368 0 0 1850	2 16 9	156 5 0		239 12 8		37 4 0
" " " " "		13 5 4 1856						
Bristol, St. George's Ragged School			2 1 2					
Bristol, St. James' Infants - Ch. Eng.	2		3 5 9			180 3 4	32 18 0	
Bristol, St. James' Church Steps Ragged Sch. (late St. Michael's)			1 1 4					
Bristol, St. James' Back Ragged School	3		1 9 2					422 0 0
Bristol, St. James' and St. Paul's Benevolent Society's N.S.	4	200 0 0 1853	9 8 14	67 0 0	68 6 6	533 12 0	48 7 0	
" " " " Night Sch.	4					20 0 0		
Bristol, St. John the Baptist - Par.	3					13 6 8	3 15 0	
Bristol, St. Joseph's R.C.	5		8 16 0			327 0 0		
Bristol, St. Jude's - N.S.		199 0 0 1846						
" " " " "		153 0 0 1852						
Bristol, St. Mary's on the Quay - R.C.	5		3 6 8	35 0 0		110 19 2	22 4 0	
Bristol, St. Matthias' on the Weir - N.S.	4	723 0 0 1856	6 9 5	32 7 6		49 3 4	4 13 0	
Bristol, St. Michael's, N.S.	3		10 13 9	181 18 4		697 1 8	37 5 0	
Bristol, St. Nicholas' Tolentine - R.C.	5		4 0 0	57 11 8		152 11 8	26 0 0	
Bristol, St. Nicholas' and St. Leonards' N.S.		1,150 0 0 1858	9 10 7			1 5 0		
Bristol, St. Paul's - Par.	4		8 16 11	142 5 0		637 0 0	63 5 0	27 0 0
Bristol, St. Peter's N.S.	4	184 0 0 1855	7 4 1	21 5 0		29 8 4	23 9 0	
Bristol, St. Simon's N.S.		90 0 0 1845						
Bristol, Trinity, St. Philip's Rag. Sch.			1 1 5					
Broadwell, St. Paul's, Ch.S.		75 0 0 1851	1 9 4					
" " " " "		10 11 6 1858						
Brockworth - N.S.		*30 0 0 1837						
Bussage - N.S.	4	53 0 0 1850		60 0 0				
Cainscross - N.S.	4	*55 0 0 1838	7 14 1	175 0 0		569 14 2	71 17 0	
" " " " "		60 0 0 1844						
" " " " "		263 8 0 1855						
Cam, Upper, Boys' Campden, Chipping, Boys - N.S.	6	*192 0 0 1837	2 5 8					
" " " " " - N.S.		*56 0 0 1839		41 10 0		21 5 0	17 8 0	
Cerney, North - N.S.	3	80 0 0 1844	2 16 5	74 7 6		32 1 8	11 15 0	
" " " " " - N.S.		80 0 0 1850						
" " " " " - N.S.		28 4 0 1850						
" " " " " - N.S.		19 5 7 1855						
Cerney, South - N.S.			1 8 4					
Chalford - N.S.	1	100 0 0 1843	15 16 3	163 10 0		604 0 0	99 6 0	
" " " " " - N.S.		41 18 8 1848						
" " " " " - N.S.		55 0 0 1849						
" " " " " - N.S.		17 14 0 1849						
" " " " " - N.S.		34 2 6 1852						
Charlton King's, Boys - Ch.S.	4	*60 0 0 1837	3 5 9	53 0 0		93 15 0	25 8 0	
" " " " " - Ch.S.		15 10 8 1856						
Charlton King's, Girls' Ch. S.	4		1 16 6	39 5 0		200 15 0	26 19 0	

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
GLoucestershire—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cheltenham - B.S. 4	*125 0 0	1838	27 7 5½	127 17 6	-	923 0 0	106 4 0	
" - " - "	23 6 8	1853						
" - " - "	10 10 0	1855						
Cheltenham (Bath Road), St. Luke's, Boys and Girls - N.S. 5	-	-	5 18 6½	117 17 6	-	834 8 4	28 6 4	
" - " - "	-	-	-	470 5 0	-	-	-	
Cheltenham (Bath Road), Exmouth Street, Naunton, Infants' School - N.S. 5	-	-	2 3 11½	-	-	44 10 0	6 5 0	
Cheltenham, Bethesda, Wes. 4	76 10 0	1851	6 5 7½	134 15 0	-	216 15 0	21 8 0	
" - " - "	6 10 0	1854	-	-	-	-	-	
Cheltenham, Ch. Ch. N.S. 5	-	-	18 7 6½	234 14 2	-	694 8 4	40 4 9	
Cheltenham, St. Gregory the Great R.C. 7	338 1 0	1857	5 0 0½	17 10 0	-	30 0 0	10 2 0	
Cheltenham, Highbury B.S. 4	1,250 0 0	1857	10 9 10	43 10 10	-	95 11 8	28 16 0	
Cheltenham, Model Boys - Ch. Eng. 5	-	-	-	77 18 4	75 16 8	9 13 4	6 12 0	
Cheltenham, Holy Trinity, Boys and Girls - N.S. 5	-	-	18 10 0½	248 10 0	-	1,375 15 10	63 16 8	
Cheltenham, Holy Trinity, Infants (Fairview Place) - N.S. 5	-	-	7 11 2½	20 0 0	-	621 13 4	27 2 4	
Cheltenham, Old Charity - N.S. 5	180 0 0	1850	10 19 7½	174 13 4	-	536 6 8	34 12 0	
Cheltenham, St. James', Boys and Girls - N.S. 1	-	-	6 15 11½	6 13 4	-	305 10 0	-	
Cheltenham, St. John's - N.S. 5	83 0 0	1842	3 19 2	137 0 0	-	639 17 6	19 0 8	
" - " - "	12 0 0	1847	-	-	-	-	-	
Cheltenham, St. Mary's - Par. 5	1,122 0 0	1857	11 19 11½	154 13 4	-	525 8 4	14 12 0	
Cheltenham, St. Paul's, Practising Sch. 5	700 0 0	1854	10 13 2½	352 3 4	25 0 0	1,284 10 10	38 13 4	
Cheltenham, St. Paul's - N.S. -	42 0 0	1850	6 18 2½	-	-	-	-	
Cheltenham, St. Paul's, Brunswick Street, Infants - N.S. 5	250 0 0	1850	-	13 6 8	-	112 3 4	13 15 0	
Chipping Churcham, and Bulley - N.S. 6	*110 0 0	1838	-	-	-	-	-	
Cinderford, St. John N.S. 7	358 0 0	1856	-	37 10 0	-	12 10 0	14 16 0	
Cirencester - End. Sch. 4	-	-	3 10 10½	30 18 4	-	15 0 0	11 4 0	
Clearwell - N.S. -	-	-	-	-	-	283 15 0	-	
Cleeve, Bishop's - N.S. 11	243 5 0	1858	2 15 7½	16 18 4	-	-	5 2 0	
Clifton - N.S. 3	135 0 0	1846	28 19 8½	203 15 0	-	1,234 0 10	47 15 0	
" - " - "	*400 0 0	1835	-	-	-	-	-	
" - " - "	74 0 0	1848	-	-	-	-	-	
" - " - "	24 12 0	1850	-	-	-	-	-	
" - " - "	5 0 0	1854	-	-	-	-	-	
" - " - "	23 5 0	1857	-	-	-	-	-	
Clifton, Ch. Ch. - N.S. 2	-	-	-	5 0 0	-	-	24 18 0	
Clifton, Berkeley Place, Infants - N.S. 3	189 15 0	1851	-	-	-	-	-	
Clifton - B.S. 3	*150 0 0	1836	2 5 10	22 3 4	-	7 6 8	5 2 0	
Clifton - P.U. 6	-	-	-	-	-	261 8 4	-	
Clifton (Church of the Apostles) - R.C. 6	-	-	3 19 10½	23 0 0	-	147 6 8	13 4 0	
Coates - N.S. -	51 0 0	1849	-	-	-	-	-	
Coleford - N.S. -	*150 0 0	1838	-	-	-	-	-	
Corn, St. Aldwyn - N.S. -	241 0 0	1837	-	-	-	-	-	
Corse - N.S. -	70 0 0	1855	-	-	-	-	-	
Cranham - N.S. -	35 0 0	1846	-	-	-	-	-	
Cromhall - N.S. 4	-	-	1 0 2	37 10 0	-	79 0 0	22 4 0	3 2 6
" - " - "	-	-	3 11 8	-	-	-	-	
Cromhall, Middle - B.S. -	-	-	5 6 13 4	-	-	-	-	

a Retiring pension.

b Scientific apparatus.

Schools aided by Parliamentary Grants.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupils-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
GLOUCESTERSHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Dean Forest, Berry Hill, Ch. Ch. - N.S. 7	97 10 0 35 0 0 125 0 0 7 13 4	1854 1856 1857 1858	4 5 4	-	-	-	29 0 0	
Dean Forest, Church School-masters' Association	-	-	1 17 7½					
Dean Forest, St. Paul's (Park End) - N.S. 6	105 0 0 6 3 0 50 0 0	1846 1848 1855	1 19 8½	15 0 0	-	63 6 8	7 1 0	
Dean Forest, St. Paul's Oldcroft and Slade N.S.	150 0 0 27 5 0	1852 1854						
Dean Forest, Holy Trinity - N.S.	50 0 0 30 0 0	1843 1856	4 3 8½	70 0 0	-	233 0 10	37 15 0	
Dean Forest, Viney Hill, Blakeney, and Blakeney Woodside a - N.S.	142 10 0	1855	1 19 11½					
Dean, Little - N.S.	180 0 0 20 0 0	1848 1849						
Deerhurst - N.S. 6	255 0 0	1856	1 10 10¼	6 5 0	-		9 5 0	
Dowdeswell - Ch. S. 5			1 4 4½	8 6 8	-	5 0 0		
Downend - N.S.	*130 0 0	1841	2 13 3	24 0 0	-	1 5 0		
Dumbleton, Day School - 2								
Duntisbourne Abbot - N.S.	35 0 0	1846						
Duncham-Down, St. John's - N.S. 4	545 0 0	1851	4 3 6½	129 2 6	-	200 0 0	30 10 0	
Dursley - N.S. 3	*200 0 0 70 0 0 21 15 6	1834 1854 1855	7 7 11½	136 6 8	-	490 7 6	50 13 0	
Eastington - N.S. 1			3 5 3½	22 17 6	-		2 11 0	
Ebley - B.S.	150 0 0 150 0 0 167 0 0	1840 1845 1846						
Easton, Lower, St. Mark's - N.S.	39 9 0	1833						
Fairford, Endowed - N.S. 3	86 10 0	1849	4 13 4	99 3 4	-	486 13 4	68 8 0	
Forthampton - N.S. 9			1 1 6	-	-	105 0 0	72 13 0	30 14 0
Framlode - N.S. 8	126 15 9	1853	2 15 1	-	-	-	12 16 0	
Framlode - B.S. 11			2 10 0	39 5 0	-	63 0 0	34 19 0	
Frampton Cottrell - N.S. 3	80 0 0 50 0 0 40 0 0 260 0 0	1843 1855 1855 1857	3 4 3½	30 0 0	-	53 6 8	47 17 0	
Frampton Cottrell Night S. 3						14 7 2		
Frampton Cottrell B.S. 4	139 0 0	1846	1 12 11¾	18 15 0	-	99 5 0	21 13 0	
Frampton-on-Severn N.S.	70 0 0	1843	1 5 2½					
Fretherne - N.S.	*33 0 0	1833						
George's, St., Mixed N.S. 3	287 0 0	1858					5 3 0	
George's, St., near Bristol, Infants - N.S.	130 0 0	1856	1 18 10¼					
Gloucester - N.S. 2			4 13 4½	78 7 6	87 10 0	395 16 8	21 18 0	
Gloucester - B.S. 4	250 0 0 124 13 9 8 10 0	1841 1857 1858	11 6 7½	168 5 0	14 11 8	123 6 8	70 14 0	
Gloucester, Ch. Ch. N.S. 4			2 0 0½	35 10 0	-	118 0 0	13 0 0	
Gloucester, St. Catherine's Gloucester, St. James' N.S. 2	*100 0 0 565 0 0	1836 1844	12 19 7½	185 13 4	-	1176 18 4	114 11 0	
Gloucester, St. John's N.S.	115 0 0 10 5 0	1848 1853	1 0 8					
Gloucester, St. Mark's (Kingsholme) - N.S. 4	100 0 0 9 0 0	1842 1858	2 1 4½	2 10 0	-	183 0 0	52 10 0	
Gloucester, St. Michael's N.S. 2	230 0 0	1848	2 13 3½	-	-	204 1 8	3 16 0	

a Sometimes called Blakeney Valley Infant School.

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assis- tant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
GLoucestershire—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Gloucester, St. Nicholas N.S. 4	- - -	- - -	2 15 9½	2 10 0	- - -	7 5 0	- - -	- - -
Gloucester, Bristol, and Oxford Dio- cesan Practising School - - - - - 1	- - -	- - -	6 15 4	33 15 0	- - -	172 15 0	33 2 0	- - -
Gloucester (Boys) In- dustrial Ragged St. Hanham - - - N.S. 3	70 0 0	1853	1 17 2	- - -	- - -	- - -	- - -	355 13 3½
" - - - - - " - - -	100 0 0	1840	9 4 4	54 10 0	- - -	384 5 0	60 13 0	- - -
" - - - - - " - - -	25 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - - " - - -	25 2 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - - " - - -	17 10 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Hardwick, Reformatory 4	- - -	- - -	- - -	- - -	- - -	- - -	- - -	254 16 6½
Hatherley Down - N.S. 6	- - -	- - -	- - -	70 10 0	- - -	38 15 0	- - -	- - -
Hawkesbury - N.S. 4	175 0 0	1847	3 12 5	91 17 6	- - -	124 15 0	47 8 0	- - -
" - - - - - " - - -	4 11 4	1853	- - -	- - -	- - -	- - -	- - -	- - -
Hawthorne - Ch.S. - - -	- - -	- - -	1 2 2	- - -	- - -	- - -	- - -	- - -
Highnam - N.S. 4	- - -	- - -	- - -	37 15 0	- - -	17 18 4	7 15 0	- - -
Horfield - N.S. - - -	*41 0 0	1839	- - -	- - -	- - -	- - -	- - -	- - -
Horsley - Ch.S. 4	30 0 0	1856	1 13 4	28 6 8	- - -	1 5 0	1 10 0	- - -
Hucclocote - N.S. 4	- - -	- - -	- - -	22 10 0	- - -	- - -	4 17 6	- - -
Kemerton - N.S. 4	60 0 0	1846	2 10 0	18 15 0	- - -	110 0 0	19 9 0	- - -
" - - - - - " - - -	7 14 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Kemerton, St. Be- net's - R.C. 6	52 10 0	1852	- - -	- - -	- - -	- - -	5 10 0	- - -
Kingsdown, St. Mat- thew's - N.S. 4	401 5 0	1850	5 7 2	86 8 4	- - -	409 0 0	23 16 0	- - -
Kingswood Hill - Wes. 3	- - -	- - -	17 10 11	118 16 8	- - -	319 0 0	82 1 0	46 8 10
Kingswood Reformatory	- - -	- - -	- - -	- - -	- - -	- - -	- - -	439 5 0½
Lechlade - N.S. - - -	*60 0 0	1836	- - -	- - -	- - -	- - -	- - -	- - -
Leckhampton - N.S. 5	54 0 0	1841	1 12 0	- - -	- - -	- - -	12 0 0	- - -
" - - - - - " - - -	25 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Leish - N.S. 2	- - -	- - -	- - -	- - -	- - -	- - -	2 10 0	- - -
Lydbrook - Ch. of E. - - -	- - -	- - -	1 16 9½	- - -	- - -	- - -	- - -	- - -
Marston Sicca - N.S. 7	113 0 0	1850	1 8 8	17 10 0	- - -	- - -	7 9 0	- - -
Micheldean, Free - N.S. 4	- - -	- - -	2 1 6½	- - -	- - -	18 15 0	13 5 0	- - -
Minchinhampton - B.S. 4	- - -	- - -	1 16 8	- - -	- - -	- - -	4 12 9	- - -
Minchinhampton - Par. 1	- - -	- - -	- - -	90 16 8	- - -	297 0 0	30 15 0	- - -
Miskenworth - N.S. 7	- - -	- - -	1 17 6	19 0 0	- - -	15 0 0	4 5 0	- - -
Misken - N.S. - - -	35 0 0	1842	- - -	- - -	- - -	- - -	- - -	- - -
Moreton-in-the- Marsh - Ch. of E. 4	- - -	- - -	4 15 10½	30 10 0	- - -	36 5 0	10 10 0	- - -
Moreton-in-the- Marsh - B.S. 6	- - -	- - -	4 15 10½	- - -	- - -	146 13 4	55 8 6	- - -
Nailsworth - B.S. - - -	*100 0 0	1838	- - -	- - -	- - -	- - -	- - -	- - -
Newent - N.S. 4	354 0 0	1848	7 3 6½	48 15 0	- - -	67 15 0	34 10 0	- - -
" - - - - - " - - -	14 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Newnham - N.S. 10	*50 0 0	1835	- - -	11 5 0	- - -	- - -	- - -	- - -
Newland - N.S. 4	- - -	- - -	2 1 8½	- - -	- - -	- - -	6 7 0	- - -
Oddington - N.S. 6	50 0 0	1845	2 7 0½	89 13 4	- - -	86 5 0	19 7 0	- - -
" - - - - - " - - -	47 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - - " - - -	15 1 6	1850	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - - " - - -	20 0 0	1854	- - -	- - -	- - -	- - -	- - -	- - -
Oldbury-on-Severn - N.S. 3	170 8 0	1855	- - -	30 0 0	- - -	3 10 0	7 0 0	- - -
Oldland - N.S. 3	*100 0 0	1838	4 12 0½	62 10 0	- - -	180 0 0	46 2 0	- - -
" - - - - - " - - -	25 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - - " - - -	46 13 4	1850	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - - " - - -	62 10 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Oldland Common - B.S. 4	- - -	- - -	4 19 2½	69 0 0	- - -	160 10 0	44 15 0	- - -
Olveston - N.S. 4	*75 0 0	1837	6 0 0½	50 0 0	- - -	70 5 0	1 5 0	- - -
Olveston, Infant - N.S. - - -	130 0 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Painswick, and Ry]l United - N.S. 1	398 0 0	1847	9 1 4½	168 2 6	140 8 4	105 5 0	48 18 0	71 19 6
" - - - - - " - - -	87 10 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - - " - - -	22 19 11	1858	- - -	- - -	- - -	- - -	- - -	- - -
Painswick, The Slad, Holy Trinity - N.S. - - -	*63 0 0	1838	- - -	- - -	- - -	- - -	- - -	- - -
Pauntley - N.S. 6	- - -	- - -	3 6 8	136 1 8	25 0 0	192 11 8	77 5 0	- - -
Presbury - N.S. 5	*50 0 0	1836	3 0 2	- - -	- - -	26 13 4	66 6 6	- - -
Pucklechurch - N.S. 3	60 0 0	1845	1 14 11	37 10 0	- - -	55 0 0	8 17 0	- - -

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	Amount.	Date of Payment.					
GLOUCESTERSHIRE—cont.							
Quedgeley - N.S. 4	- - -	-	0 19 5½	48 0 0	-	64 3 4	37 5 0
Randwick - N.S. 7	163 0 0	1887	1 13 10	-	-	-	0 17 0
Bisington, Great - N.S. 4	41 0 0	1842	1 1 2½	-	-	-	-
Bisington, Little - N.S. 2	50 0 0	1841	1 3 4	-	-	52 10 0	-
Redborough, King's Court - B.S.	170 0 0	1839	-	-	-	-	-
Sandhurst - N.S. 1	108 0 0	1843	-	-	-	-	1 15 0
Shipton Moyne - N.S. 4	60 0 0	1843	3 6 7½	55 12 6	-	36 5 0	50 9 0
Shirehampton - N.S. 3	40 0 0	1846	3 14 7½	10 0 0	-	13 10 0	9 19 0
" " " "	34 0 0	1848	-	-	-	-	-
" " " "	13 8 8	1858	-	-	-	-	-
Siston - N.S.	175 0 0	1853	-	-	-	-	-
Sodbury, Chipping N.S. 4	125 0 0	1838	4 11 3½	22 17 6	-	73 4 6	38 2 0
Sodbury, Old - N.S.	*50 0 0	1840	2 4 0	-	-	-	-
Stanley, St. Leonard's N.S. 10	- - -	-	1 7 4½	-	-	-	4 4 0
Stanway - Ch. of E. 10	- - -	-	2 1 8	7 10 0	-	-	2 14 0
Stapleton (Dr. Bell's) N.S. 3	243 13 0	1851	7 2 7	85 2 6	-	87 14 8	9 6 0
Stoke Bishop, Girls - N.S. 4	- - -	-	-	-	-	18 15 0	4 15 0
Stoke Orchard - N.S.	45 6 0	1845	-	-	-	-	-
Stow-on-the-Wold, Endowed - N.S. 4	60 0 0	1845	8 16 9	22 10 0	-	244 13 4	65 8 0
" " " "	4 4 0	1847	-	-	-	-	-
" " " "	28 0 0	1853	-	-	-	-	-
" " " "	128 0 0	1856	-	-	-	-	-
Stratton - Ch.S. 4	202 0 0	1858	2 10 0½	31 5 0	-	15 0 0	19 13 0
Stroud - N.S. 1	1000 0 0	1855	2 0 0	34 7 6	-	203 8 4	-
" " " "	429 0 0	1845	-	-	-	-	-
" " " "	8 0 0	1849	-	-	-	-	-
Stroud (Ham Mills) B.S. 11	*150 0 0	1840	4 0 7½	89 3 4	21 5 0	97 3 4	31 2 0
" " " "	40 0 0	1837	-	-	-	-	-
" " " "	3 10 0	1853	-	-	-	-	-
Tetbury - N.S. 2	145 0 0	1837	13 17 1	35 13 4	-	1,092 6 8	69 1 0
" " " "	182 0 0	1851	-	-	-	-	35 2 5
" " " "	14 13 4	1854	-	-	-	-	-
Tewkesbury, Trinity, Infants - N.S. 4	- - -	-	-	127 17 6	-	536 19 2	23 1 0
Tewkesbury - N.S. 3	240 0 0	1843	8 2 3½	176 0 0	-	499 9 2	19 16 0
" " " "	6 6 0	1848	-	-	-	-	-
" " " "	60 0 0	1853	-	-	-	-	-
Tewkesbury - B.S. 4	- - -	-	2 7 0½	111 7 6	-	138 15 0	13 4 0
Thornbury - N.S. 3	130 0 0	1837	3 1 7½	145 0 0	-	396 3 4	29 14 0
" " " "	51 7 0	1849	-	-	-	-	-
" " " "	16 15 10	1857	-	-	-	-	-
Tidchenham - N.S. 6	- - -	-	2 5 10½	51 5 0	-	43 15 0	17 0 0
Tirley - N.S.	35 0 0	1842	0 15 2	-	-	-	-
Tormarton - N.S. 4	50 0 0	1854	-	112 10 0	-	90 10 0	28 17 0
" " " "	21 0 0	1858	-	-	-	-	-
Tortworth - B.S. 4	- - -	-	3 0 0	48 15 0	-	202 5 0	55 1 0
Tuishill - N.S. 6	- - -	-	1 13 4	32 3 4	-	38 15 0	14 10 0
Twigworth, St. Mat- thew's - N.S. 10	13 0 0	1858	1 9 2	5 16 8	-	-	3 0 0
Twining - N.S.	64 0 0	1842	-	-	-	-	-
Uley - N.S. 4	184 0 0	1856	3 10 0½	53 15 0	-	120 8 4	28 13 0
Upleadon - N.S. 6	- - -	-	1 2 10½	-	-	-	7 1 0
Upton, St. Leonard's N.S. 4	- - -	-	7 14 4½	85 0 0	89 3 4	482 8 4	87 19 0
Watermoor, Trinity N.S.	577 4 0	1856	-	22 6 8	-	46 5 0	8 5 0
Westbury-on-Severn N.S.	80 0 0	1850	2 3 4	-	-	-	-
Westbury-on-Trym, Girls - N.S. 3	8 10 0	1833	3 19 2	70 11 8	-	157 8 4	14 5 0
" " " "	9 0 0	1854	-	-	-	-	-
" " " "	12 6 8	1855	-	-	-	-	-
" " " "	150 0 0	1857	-	-	-	-	-
Westbury-on-Trym, Infants - N.S. 3	- - -	-	-	21 1 8	-	180 0 0	7 12 0
Westbury-on-Trym, (Edmund's Endowed) - N.S. 3	- - -	-	-	-	-	-	-
Westerleigh - N.S.	67 0 0	1844	3 18 9	-	-	278 16 8	-
" " " "	23 19 2	1849	3 4 0	-	-	-	-
" " " "	31 13 0	1857	-	-	-	-	-

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.	Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assit- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Missresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.					
GLOUCESTERSHIRE—cont.							
Weston-sub-Edge - N.S. 2	- - -	- - -	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Whiteshill - " N.S. 2	35 0 0	1845	1 13 4½	- - -	- - -	1 5 0	- - -
" " " " "	15 15 0	1840	1 9 3¼	- - -	- - -	7 6 0	- - -
Whitminster, or Wheatenhurst - Ch. S. 4	90 0 0	1851	- - -	- - -	- - -	- - -	- - -
Winstone - " N.S. 4	*26 0 0	1839	- - -	- - -	- - -	- - -	- - -
Winterbourne - " N.S. 3	- - -	- - -	20 0 0	- - -	239 6 8	12 0 0	- - -
Withington - " N.S. 6	273 0 0	1857	4 0 2	7 10 0	6 5 0	8 10 0	- - -
Wotton-under-Edge B.S. 4	15 0 0	1855	7 3 5	89 10 0	463 0 0	89 10 0	- - -
Yate - " N.S. 3	105 0 0	1855	- - -	10 0 0	- - -	- - -	- - -
HAMPSHIRE.							
Abbott's Ann - " N.S. 9	- - -	- - -	- - -	184 16 8	64 11 8	473 10 0	55 7 0
Alresford - " B.S. 5	19 0 0	1856	1 17 3	5 0 0	- - -	102 0 0	31 7 0
Alresford, Old - " N.S. 10	- - -	- - -	3 19 2	45 0 0	- - -	504 5 0	- - -
Alresford, New - " N.S. 10	*80 0 0	1836	7 10 1	121 16 8	- - -	166 6 8	54 1 10
Alresford (The Grange) " " " " "	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Alton - " N.S. 9	- - -	- - -	1 6 8	88 0 0	- - -	73 6 8	- - -
" " " " " N.S. 9	200 0 0	1841	13 6 0	109 13 4	- - -	868 16 8	46 14 0
" " " " " " " " " " "	81 0 0	1868	- - -	- - -	- - -	- - -	- - -
Alton, Boys - " B.S. 5	- - -	- - -	11 14 11½	193 16 8	- - -	600 13 4	75 12 0
Alton (Messrs. Crowley's), Girls - B.S. 5	- - -	- - -	- - -	80 0 0	- - -	442 16 8	53 8 0
Alverstoke - " N.S. 8	174 0 0	1842	7 12 11½	276 18 4	83 6 8	686 1 8	105 3 0
" " " " " " " " " " "	52 10 0	1851	- - -	- - -	- - -	- - -	- - -
Alverstoke, New Town, Infants - " N.S. 8	200 0 0	1854	- - -	- - -	- - -	32 10 0	24 6 0
" " " " " " " " " " "	64 12 0	1855	- - -	- - -	- - -	- - -	- - -
Andover - " N.S. 9	- - -	- - -	- - -	42 10 0	- - -	186 11 5	- - -
Andover - " B.S. 3	*170 0 0	1834	- - -	- - -	- - -	- - -	- - -
Baddesley, South, Ch. of Eng. 3	- - -	- - -	- - -	- - -	- - -	2 10 0	7 5 0
Basingstoke - " P.U. 4	- - -	- - -	- - -	- - -	- - -	10 0 0	- - -
Baughurst - " N.S. 4	50 0 0	1843	- - -	- - -	- - -	- - -	- - -
" " " " " " " " " " "	25 0 0	1844	- - -	- - -	- - -	- - -	- - -
Beechwood - " B.S. 6	- - -	- - -	8 15 3	118 15 0	- - -	395 10 0	92 10 0
Bentley - " N.S. 4	100 0 0	1843	6 19 4½	40 18 4	- - -	363 18 4	67 18 0
Bighton - " N.S. 2	- - -	- - -	2 5 11	58 3 4	- - -	101 5 0	5 5 0
Binstead - " N.S. 3	198 17 6	1855	- - -	- - -	- - -	- - -	4 5 0
Bishopstoke - " N.S. 9	68 0 0	1844	2 16 2	95 0 0	- - -	272 0 0	42 0 0
" " " " " " " " " " "	6 7 0	1847	- - -	- - -	- - -	- - -	- - -
Bitterne - " N.S. 10	230 0 0	1858	4 0 7½	88 15 0	- - -	302 10 0	74 14 0
Bladworth - " N.S. 8	8 18 0	1857	- - -	- - -	- - -	- - -	- - -
Boldre, East - " N.S. 10	72 0 0	1842	1 0 7½	- - -	- - -	161 10 0	- - -
Botley - " N.S. 4	262 0 0	1856	3 12 3¼	28 5 0	- - -	42 13 4	27 10 0
Bournemouth - " N.S. 9	- - -	- - -	- - -	60 0 0	- - -	115 16 8	32 6 0
Brading - " N.S. 7	136 0 0	1844	12 1 0½	80 12 6	- - -	55 0 0	15 6 0
Brading - " B.S. 6	291 0 0	1847	1 0 11½	- - -	- - -	- - -	- - -
Bransgore - " N.S. 3	50 0 0	1854	- - -	- - -	- - -	- - -	- - -
Brixton (Isle of Wight) - " N.S. 8	*80 0 0	1837	5 4 0½	131 13 4	- - -	215 10 0	45 5 0

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
HAMPSHIRE—cont.								
Chilbolton - N.S. 4	35 0 0	1844	-	-	-	-	11 18 0	-
Chillerton - N.S. 7	-	-	-	12 5 0	-	17 14 2	39 10 0	-
Christ Church - N.S. 4	-	-	1 7 6	20 3 4	-	3 15 0	4 4 0	-
Christ Church - P.U. 7	-	-	-	-	-	48 15 0	-	-
Church Oakley - N.S. 3	-	-	-	21 13 4	-	112 3 4	40 0 0	-
Colden Common - N.S. 3	97 0 0	1845	-	-	-	-	-	-
Colmere and Pryors Dean - N.S. 6	38 0 0	1843	0 13 10	-	-	-	2 10 0	-
Compton - N.S. 9	20 0 0	1841	2 1 8	-	-	90 0 0	-	-
Cowes, East - N.S. 4	*75 0 0	1836	2 13 4	30 0 0	-	-	16 2 0	-
Cowes, West - N.S. 3	*30 0 0	1838	-	-	-	-	-	-
Cowes, West - N.S. 4	41 0 0	1856	4 3 11	32 10 6	-	44 10 0	39 19 0	-
Crabington Indust. Sch. 10	327 0 0	1858	-	-	-	-	-	-
" " " " 270 0 0	1853	-	-	-	-	-	-	46 0 0
Crawley - " " Par. 10	-	-	-	59 15 0	-	85 0 0	11 0 0	-
Croudall, Endowed - N.S. 4	*52 0 0	1856	4 7 6	-	-	67 10 0	7 6 0	-
Croudall, Girls - N.S. 4	-	-	-	-	-	-	4 0 0	-
Crookham Croudall - N.S. 3	150 0 0	1844	-	-	-	-	-	-
Crox Easton - N.S. 3	60 0 0	1846	0 10 6	-	-	-	-	-
Curdridge - N.S. 3	*30 0 0	1839	-	-	-	-	-	-
Dean, East - N.S. 4	107 0 0	1857	2 7 6	48 15 0	-	3 15 0	16 2 0	-
Dibden - N.S. 3	-	-	1 10 6	-	-	2 10 0	-	-
Dummer - N.S. 3	20 0 0	1847	-	-	-	-	-	-
Easton - N.S. 9	-	-	-	-	-	25 0 0	4 0 0	-
Eling, North - N.S. 3	30 0 0	1844	-	-	-	-	-	-
" " " " 45 0 0	1854	-	-	-	-	-	-	-
Elson - N.S. 7	158 0 0	1850	3 6 8	33 15 0	-	61 1 8	18 15 0	-
Empshott - N.S. 3	31 10 0	1854	-	-	-	-	-	-
Fareham (Crocker Hill) National and Evening School - 8	61 0 0	1846	9 4 9	161 15 0	-	452 10 0	60 17 0	-
Fareham - B.S. 3	*90 0 0	1836	-	-	-	-	-	-
Fareham, Infant School - 100 0 0	1853	-	-	-	-	-	-	-
" " " " 5 18 0	1857	-	-	-	-	-	-	-
Faringdon (near Alton) - N.S. 3	-	-	-	23 13 4	-	205 1 8	16 10 0	-
Fawley - N.S. 10	-	-	-	15 3 4	-	-	-	-
Fordingbridge - N.S. 9	*115 0 0	1837	6 0 4	116 13 4	-	401 11 8	65 13 0	-
Fordingbridge - B.S. 5	-	-	7 2 0	-	-	535 13 4	63 1 0	-
Fratton - N.S. 3	*62 10 0	1834	-	-	-	-	-	-
Freemantle - Ch. N. 3	740 0 0	1857	10 8 0	9 6 8	-	7 6 8	-	-
Freshwater - N.S. 4	180 0 0	1850	6 8 10	20 5 0	-	40 0 0	33 11 11	-
Gosport, St. Mat- thew's - N.S. 8	400 0 0	1845	13 9 0	169 5 0	-	500 10 10	85 18 0	-
Gosport (Prepara- tory School) - N.S. 8	-	-	1 6 10	5 7 6	-	163 11 8	-	-
Grateley - N.S. 3	40 0 0	1846	-	-	-	-	-	-
Hambleton - N.S. 7	226 0 0	1850	2 14 7	-	-	-	12 5 0	-
Hamble-le-Rice - N.S. 3	53 0 0	1843	-	-	-	-	-	-
Hannington - N.S. 3	60 0 0	1845	-	-	-	-	-	-
Hantsire Reformatory - 9	-	-	-	-	-	-	-	535 2 0
Hartley Wespall - N.S. 4	-	-	-	-	-	18 15 0	21 2 0	-
Hartley Wintney, Infant - N.S. 9	70 0 0	1846	-	-	-	-	22 11 0	-
" " " " 5 18 4	1838	-	-	-	-	-	-	-
Havant and Bed- hampton - N.S. 8	50 0 0	1847	7 10 11	108 19 2	-	85 0 0	49 5 0	-
" " " " 9 0 0	1852	-	-	-	-	-	-	-
" " " " 2 15 0	1851	-	-	-	-	-	-	-
" " " " 36 9 8	1853	-	-	-	-	-	-	-
Havant - B.S. 3	*75 0 0	1835	-	-	-	-	-	-
Hawley - N.S. 3	*50 0 0	1835	-	-	-	-	-	-
Headley - N.S. 10	*42 0 0	1839	2 3 4	-	-	32 10 0	2 7 0	-
Holdenhurst - N.S. 3	45 0 0	1845	-	-	-	-	-	-
Hook Common - N.S. 3	70 0 0	1843	2 11 8	47 10 0	-	-	3 15 0	-
" " " " 14 0 0	1847	-	-	-	-	-	-	-
Hurstbourne Priors (Earl of Portsmouth's) 4	-	-	-	37 2 6	-	36 5	17 14 0	-
Hurstbourne Tarrant - N.S. 3	150 0 0	1847	-	-	-	-	-	-

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Missresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
HAMPSHIRE—cont.								
Hyde, St. Bartho- lomew's - N.S. 10	70 0 0	1847	6 18 8	137 0 0	-	232 9 2	24 11 0	
" " " " " "	9 0 0	1848						
" " " " " "	18 0 0	1849						
" " " " " "	50 0 0	1855						
" " " " " "	3 8 6	1856						
Kingsley - N.S.	50 0 0	1852						
" " " " " "	23 0 0	1854						
" " " " " "	*62 10 0	1834						
Kingston Cross Kingsworthy - N.S. 9	-	-	2 1 8	-	-	106 13 4	11 15 0	
Longstock - N.S. 9	-	-	-	12 6 0	-	32 10 0	-	
Lymington - N.S. 8	*150 0 0	1836	9 0 0	105 8 4	-	483 5 0	39 11 0	
Lymington - B.S. 5	-	-	-	5 0 0	-	6 5 0	6 0 0	
Lyndhurst - N.S. 10	264 0 0	1850	7 18 7	209 15 0	-	429 18 4	85 1 0	
" " " " " "	61 6 0	1853						
Lyss - N.S.	*30 0 0	1841	1 4 1	-	-	-	-	
Medsted - N.S.	54 0 0	1845	-	-	-	-	-	
Medine, East, School- masters' Association	-	-	0 15 0	-	-	-	-	
Meon, East - N.S. 10	184 0 0	1845	4 8 7	-	-	83 0 0	43 17 0	
" " " " " "	35 0 0	1856	-	-	-	-	-	
Meon, West - N.S. 10	229 10 0	1853	2 2 0	86 8 4	68 15 0	511 8 4	74 17 0	
Meonstock - N.S.	45 0 0	1842	-	-	-	-	-	
Millford - N.S. 7	37 10 0	1842	1 16 10	53 15 0	-	32 10 0	22 2 0	
Millbrook - Ch.S. 3	-	-	2 15 5	20 16 8	-	2 10 0	-	
Milton - N.S.	*50 0 0	1837	1 0 0	-	-	-	-	
" " " " " "	41 16 0	1851	-	-	-	-	-	
Nefley - N.S. 4	124 0 0	1856	-	34 0 0	-	18 15 0	4 17 0	
Newport - N.S. 7	-	-	6 9 8	192 17 6	-	732 8 4	82 19 0	
Newport - B.S.	*100 0 0	1837	-	-	-	-	-	
" " " " " "	100 0 0	1846	-	-	-	-	-	
Newton Valence, Infant S.	-	-	-	4 3 4	-	-	5 10 0	
Newtown, (near Drox- ford) - Ch.S.	19 16 5	1857	0 18 8	-	-	75 0 0	13 5 0	
Niton (I. of Wight) N.S. 4	-	-	-	-	-	-	2 4 0	
Northam - Day S. 3	-	-	-	-	-	4 16 8	12 5 0	
Northwood - N.S. 4	-	-	3 16 8	15 0 0	-	30 0 0	15 16 0	
Oakfield, St. John's N.S. 8	90 0 0	1846	4 16 0	59 6 8	-	332 0 0	53 15 0	
" " " " " "	14 15 0	1849	-	-	-	-	-	
" " " " " "	42 10 0	1852	-	-	-	-	-	
" " " " " "	240 0 0	1856	-	-	-	-	-	
Odiham - N.S. 3	*120 0 0	1840	7 15 2	76 10 0	-	424 6 8	58 14 0	
" " " " " "	7 14 0	1852	-	-	-	-	-	
" " " " " "	32 0 0	1853	-	-	-	-	-	
" " " " " "	6 6 8	1857	-	-	-	-	-	
Overton - N.S. 4	*77 0 0	1839	-	24 10 0	-	-	16 16 0	
" " " " " "	306 0 0	1849	-	-	-	-	-	
Owslebury - N.S.	34 0 0	1841	1 5 4	-	-	-	-	
Petersfield - N.S. 9	*120 0 0	1837	9 16 11	212 16 8	92 1 8	547 0 10	135 1 0	
" " " " " "	687 0 0	1855	410 0 0	-	-	-	-	
Petersfield - B.S.	-	-	4 12 6	59 0 0	-	210 3 4	73 4 0	
Portsea, Church School- masters' Association	-	-	1 0 0	-	-	-	-	
Portsea - R.C.	-	-	2 11 4	-	-	-	-	
Portsea, Beneficial So- ciety's School - 8	*140 0 0	1837	10 2 9	181 10 0	-	1,133 5 6	117 12 0	
Portsea Island - P.U. 11	-	-	-	-	-	377 9 1	-	
Portsea, All Saints' N.S. 8	139 0 0	1847	17 8 5	322 10 0	-	1,525 4 2	115 4 0	
" " " " " "	4 14 8	1848	-	-	-	-	-	
" " " " " "	30 0 0	1851	-	-	-	-	-	
" " " " " "	107 10 0	1853	-	-	-	-	-	
" " " " " "	45 0 0	1855	-	-	-	-	-	
Portsea Town, St. John's and Trinity N.S. 8	470 0 0	1847	10 0 7	140 19 2	-	685 3 4	28 2 0	
" " " " " "	13 6 8	1850	-	-	-	-	-	
Portsea, Free - N.S.	503 0 0	1856	4 17 2	-	-	-	-	
Portsmouth, Royal Vic- toria Infant School, (Bath Square Point) -	100 0 0	1845	-	-	-	-	-	
" " " " " "	23 0 0	1849	-	-	-	-	-	

a Scientific apparatus.

Schools aided by Parliamentary Grants.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Missresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.	
		Amount.	Date of Payment.							
HAMPSHIRE—cont.										
Portsmouth	N.S.	8	100 0 0	1846	6 15 93	218 10 10	-	-	1,039 18 4	70 16 0
Redhill, St. John's	N.S.	9	108 0 0	1847						
Ringwood	N.S.	9	300 0 0	1849	13 6 01	150 15 10	-	-	722 15 0	101 1 0
Romsey	N.S.	9	125 0 0	1851						
"	"	"	50 17 6	1854	9 7 31	128 16 8	-	-	680 1 8	47 6 0
"	"	"	39 8 0	1857						
"	"	"	5 10 0	1858						
Romsey, Night	N.S.	9							7 9 11	
Romsey	B.S.	6	218 0 0	1848	8 3 64	102 1 8	-	-	464 15 0	61 18 0
"	"	"	86 0 0	1854						
Bournemouth	N.S.	10				7 10 0	-	-	8 6 8	5 10 0
Rainbridge	N.S.	8	145 0 0	1845						
Ryde	N.S.	8	8 13 4	1850	11 4 14	120 0 10	-	-	572 8 4	62 9 0
"	"	"	928 0 0	1857						
Ryde	B.S.	8	207 0 0	1841						
Ryde, Trinity	N.S.	8				8 15 0	-	-		12 18 0
Sandown	N.S.	4	590 0 0	1857	2 9 24	23 15 0	-	-	7 6 0	
Salisbury	N.S.	6	62 0 0	1847						
Selborne	N.S.	10	73 0 0	1844	1 10 7	7 10 0	-	-	327 3 4	
Shalfleet	Ch.S.	8	117 0 0	1851		8 75 0	-	-	115 0 0	20 2 0
Sherborne, St. John's	Ch. of E.	3					-	-	2 10 0	5 5 0
Sherfield, English	N.S.	8	60 0 0	1847	1 16 8		-	-		
Shiffeld	N.S.	8			1 7 8		-	-		
Shirley	N.S.	10			3 13 94	110 0 0	-	-	270 10 0	58 2 0
Somborne, King's	N.S.	9	160 0 0	1842	3 9 24	315 13 4	-	-	1,405 15 0	51 19 0
"	"	"	74 0 0	1846						
"	"	"	20 0 0	1847						
"	"	"	247 9 8	1857						
Southampton, All Saints'	N.S.	10	565 0 0	1850	13 17 84	236 2 6	-	-	598 0 0	53 18 0
Southampton (Bedford Place)	N.S.	10	*100 0 0	1836	-	-	-	-	16 5 0	
Southampton	B.S.		*65 0 0	1835						
"	"	"	*150 0 0	1839						
Southampton, St. Luke's, New Town District	N.S.	10	-	-	2 11 11	85 0 0	-	-	221 5 0	41 17 0
Southampton, Incorporation of the Poor P.U.	10		-	-	-	-	-	-	24 0 0	
Southampton (Charlotte Place)	N.S.		300 0 0	1856						
Southampton, Holy Trinity District	N.S.	10	700 0 0	1855	9 13 104	40 16 8	-	-	92 15 0	6 0 0
"	"	"	48 10 0	1857						
Southampton, St. Mary's (Grove Street)	N.S.	10	180 0 0	1841	20 18 2	180 3 4	40 8 4		990 11 8	123 4 0
"	"	"	100 0 0	1844						5 9 6
"	"	"	60 0 0	1854						
"	"	"	60 0 0	1856						
Southampton, St. Mary's, Extra (Pear-tree Green)	N.S.		175 0 0	1850	2 18 0					
"	"	"	138 0 0	1857						
Southampton, Ragged School (St. George's Place)			268 15 0	1855						
Southampton, St. Michael's	N.S.		371 5 0	1853						
Southsea, St. Jude's	N.S.	8	390 0 0	1852	5 12 94	199 10 0	-	-	196 0 0	47 0 0
Southsea, St. Paul's	N.S.		318 10 0	1850						
"	"	"	50 0 0	1852						
Sparsholt	N.S.	3	32 0 0	1851						8 15 0
Steep	N.S.		45 0 0	1844						
Stokebridge	N.S.	10			3 17 64	105 1 8	-	-	287 5 0	18 12 0
Stoneham, South, and Portsmouth	N.S.	9	156 0 0	1849	7 7 02	95 0 0	54 11 8		369 15 0	54 5 0
"	"	"	112 13 8	1858						
Sutton, Long	N.S.		66 0 0	1849						
Swanmore	N.S.				1 9 01		-	-		
Sway	N.S.	4	50 0 0	1844	4 1 84		-	-		28 5 0

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
HAMPSHIRE—cont.								
Titchborne - N.S. 11	45 0 0	1844	1 0 1	66 0 0	-	200 0 0		
Timsbury - N.S.	53 0 0	1848	0 16 8					
Tisted, East - N.S. 9			1 1 8½	55 0 0	-	29 0 0	32 15 0	
Titchfield - N.S.			2 2 2½					
Totton - B.S.	*50 0 0	1834						
Twyford - N.S. 9	45 0 0	1843	3 16 5½	103 17 6	-	331 10 0	49 4 0	
	21 0 0	1855						
Tytherley, East, En- dowed - Ch. of E. 4	-	-	-	-	-	110 0 0		
Tytherley, West - N.S. 9	-	-	-	66 13 4	-	224 10 0	21 2 0	
Upham - N.S. 6	47 0 0	1843	-	-	-	-	3 9 0	
Wallop, Nether - N.S. 9	*46 0 0	1839	-	-	-	34 7 6		
Wallop, Over - Ch. of E. 9	-	-	-	-	-	-	12 10 0	
Waltham, Bishop's - N.S. 8	-	-	3 16 5½	121 5 0	-	317 5 0	103 6 0	
Waltham, North - N.S. 7	85 0 0	1853	1 10 0	-	-	-	6 8 0	
Warblington and Emsworth - N.S. 7	*126 0 0	1839	3 16 3	58 16 8	-	37 10 0	17 7 0	
" " - "	95 0 0	1840	-	all 5 0 0	-	-	-	
" " - "	79 0 0	1853	-	-	-	-	-	
" " - "	17 0 0	1855	-	-	-	-	-	
Wellow - N.S. 9	-	-	-	62 10 0	-	60 0 0	6 13 0	
Westond, St. James' - N.S.	*72 0 0	1839	-	5 16 8	-	-	3 0 0	
Weyhill - Ch. S. 8	102 5 0	1856	3 15 0½	31 5 0	-	18 15 0	15 2 0	
Whippingham - N.S. 4	106 0 0	1851	2 14 2	83 0 0	-	143 15 0	55 11 0	
Whitchurch - N.S. 9	256 0 0	1846						
" " - "	26 0 0	1855						
Whitehurch - Wea. 3	-	-	3 0 0	33 0 0	-	56 5 0	16 15 0	
Wickham - N.S. 4	-	-	2 2 1½	88 3 4	-	138 16 8		
Wight, Isle of - P.U. 10	-	-	-	-	-	-	-	
Winchester, Central - N.S. 9	-	-	10 12 6	271 13 4	-	331 13 4	10 5 0	
Winchester, St. John's - N.S.	376 0 0	1857						
Winchester, St. Mi- chael's, Practising - N.S. 10	90 0 0	1850	3 18 6½	231 17 6	-	199 11 3	23 1 0	
" " - "	19 0 0	1856						
" " - "	113 19 8	1857						
" " - "	221 0 0	1858						
Winchester, St. Peter's (Cheeschill) - N.S. 10	70 0 0	1842	-	73 15 0	-	132 10 0	30 14 0	
" " - "	55 0 0	1845						
Winchester, St. Thomas' - N.S. 9	113 0 0	1843	9 17 4½	167 11 8	-	398 3 4	51 3 0	
" " - "	62 0 0	1850						
" " - "	25 0 0	1854						
Winchester, Trinity (late St. Maurice's) - N.S. 10	145 0 0	1845	9 1 7½	279 10 0	-	713 6 8	47 16 0	
" " - "	84 0 0	1849						
Wonston - Par. 4	*50 0 0	1837	-	13 10 0	-	28 6 8	4 5 0	
Woodhay, East - N.S. 3	46 0 0	1857	-	-	-	-	4 0 0	
Woolton Hill - N.S. 9	80 0 0	1850	2 3 11½	10 0 0	25 0 0	206 12 6	54 4 0	13 5 0
Wymering - and Widley - N.S. 3	130 0 0	1849	-	-	-	-	7 12 0	
Yarmouth - N.S. 4	438 0 0	1855	3 14 1½	2 10 0	-	53 15 0	43 0 0	
HEREFORDSHIRE.								
Almeley - N.S. 7	5 0 0	1850	3 3 9½	3 15 0	-	-	2 0 0	
Ashperton - and Canon Frome - N.S. 10	188 0 0	1855	-	15 0 0	-	17 10 0	7 1 0	
Ballingham - N.S.	-	-	1 0 8	-	-	-	-	
Brech, Little, Ch. of Eng. 8	-	-	-	-	-	-	8 3 11	
Bosbury, Boys - N.S. 7	113 10 0	1840	5 14 0½	-	-	273 12 6	1 10 0	
" " - "	5 0 0	1849	-	-	-	-	-	
Bosbury, Girls - N.S. 7	-	-	1 13 4½	20 0 0	-	186 5 0	9 10 0	
Brampton-Abbots, Ch. of Eng. - N.S.	100 0 0	1858	-	-	-	-	-	
Brampton Brian - N.S. 7	-	-	3 4 9½	48 15 0	-	32 10 0	4 13 0	
Bridstow - N.S. 7	90 0 0	1849	1 10 5½	50 0 0	-	83 15 0	13 14 0	

a Retiring pension.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, Maps, and Diagrams.	Grants to Certi- ficate Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Industrial Schools.
	Amount.	Date of Payment.						
HEREFORDSHIRE—cont.								
Bromyard, Girls - N.S. 11	-	-	1 5 34	18 6 8	-	15 0 0	0 10 0	
Bromyard - B.S. 6	-	-	4 15 9	46 15 0	-	141 5 0	38 8 0	
Cable, King's - N.S. 11	35 0 0	1843	-	-	-	-	2 12 0	
Cleehonger Ch. of Eng. 6	-	-	-	-	-	-	-	
Clifford - N.S. 11	50 0 0	1837	-	-	-	-	-	
Cradley - N.S. 11	238 0 0	1856	-	-	-	68 8 4	30 15 0	
Croft and Yarpole - N.S. 6	-	-	-	-	-	231 1 8	11 13 0	
Dewchurch, Much - N.S. 8	-	-	-	-	-	-	5 17 0	
Dilwyn - N.S. 7	115 0 0	1846	5 12 71	52 10 0	-	258 13 4	14 3 0	
Dynedor - N.S. 11	22 0 0	1856	-	-	-	-	-	
Eardisley - N.S. 11	35 0 0	1840	-	-	-	-	-	
Eaton - Par. 10	268 0 0	1837	-	-	-	-	-	
Eaton-Bishop - N.S. 7	40 0 0	1844	-	37 7 6	-	32 10 0	18 1 0	
Ewags Harold - N.S. 11	70 0 0	1852	-	37 10 0	-	-	-	
Frome, Bishop's - N.S. 10	56 0 0	1846	-	-	-	-	-	
Goodrich - N.S. 10	80 0 0	1844	1 14 13	21 5 0	-	-	0 5 0	
Goodrich - N.S. 8	25 0 0	1840	-	-	-	-	-	
Hadfield - N.S. 8	311 14 0	1854	5 1 81	70 14 2	-	117 17 6	27 0 0	
Hatfield - N.S. 8	62 0 0	1837	-	-	-	-	-	
Hentland and Hoar- withy - Par. 7	-	-	-	34 5 0	-	142 19 2	10 18 0	1 9 3
Hereford, St. Mar- tin's - N.S. 8	438 0 0	1858	-	68 6 8	-	52 10 0	15 9 0	
Hereford, St. Peter's - N.S. 7	290 0 0	1839	1 6 74	10 0 0	-	59 5 0	18 9 0	
Hereford, Scudamore's Charity - N.S. 7	58 0 0	1842	-	-	-	29 0 0	-	
Hereford, Blue Coat Hope, Upper Hill - N.S. 7	16 0 0	1855	-	-	-	-	-	
Ivington, St. John's - N.S. 8	87 0 0	1837	-	184 15 0	25 0 0	602 5 0	-	
Kentchurch, En- dowed - N.S. 11	225 16 1	1855	1 0 4	-	-	-	-	
Kingsland - N.S. 11	80 5 0	1850	-	-	-	-	-	
Kington - N.S. 8	45 0 0	1847	-	-	-	-	-	
Kington and Thrux- ton - N.S. 8	75 0 0	1847	-	-	-	-	-	
Kingston - N.S. 8	90 0 0	1846	-	-	-	-	-	
Ledbury - N.S. 7	150 0 0	1838	1 6 54	28 5 0	-	57 1 8	32 0 0	
Leintwardine, En- dowed - N.S. 7	117 10 0	1851	-	34 10 0	-	196 10 0	27 15 0	
Leintwardine, En- dowed - N.S. 7	250 0 0	1848	4 6 104	85 5 0	-	483 0 0	38 17 0	
" " - N.S. 7	11 4 4	1851	-	-	-	-	-	
" " - N.S. 7	52 0 0	1855	-	-	-	-	-	
Leominster, Boys - E.S. 6	-	-	3 3 114	40 17 6	-	84 10 0	2 2 0	
Leominster, Girls - B.S. 6	-	-	2 6 42	24 3 4	-	110 8 4	11 18 4	
Leominster - B.S. 6	-	-	1 12 112	89 13 4	-	51 13 4	6 18 0	
Lietwarne - Ch. S. 8	906 0 0	1858	1 2 52	-	-	-	-	
Madley - N.S. 7	183 0 0	1853	-	82 10 0	-	90 0 0	13 9 0	
Mansel-Lacey - N.S. 7	202 5 0	1853	-	30 0 0	-	58 15 0	18 18 0	
Marcle (Much) - N.S. 7	172 5 0	1853	5 15 43	128 8 4	-	186 17 6	23 17 0	
Marcle (Much) - N.S. 7	237 0 0	1853	-	-	-	-	-	
Monkland - N.S. 10	108 0 0	1854	-	-	-	-	-	
Orcop - N.S. 10	288 0 0	1853	-	3 15 0	-	-	-	
Orleton - N.S. 7	312 0 0	1853	2 9 92	-	-	-	3 0 0	
Ross and Archenfield (Royal Victoria) - B.S. 4	100 0 0	1837	2 2 8	18 15 0	-	130 10 0	47 8 0	
" " - B.S. 4	100 0 0	1837	-	-	-	-	-	
" " - B.S. 4	250 0 0	1840	-	-	-	-	-	
" " - B.S. 4	160 0 0	1844	-	-	-	-	-	
" " - B.S. 4	18 10 0	1855	-	-	-	-	-	
Stoke Prior - N.S. 11	33 10 0	1849	-	-	-	-	-	
Weobley - N.S. 7	16 15 0	1850	-	-	-	-	-	
Weobley - N.S. 7	179 0 0	1856	3 4 6	103 10 0	-	100 0 0	29 14 0	
Weobley - N.S. 7	90 0 0	1857	-	-	-	-	-	
Weobley's, Saint - N.S. 11	82 0 0	1847	-	-	-	-	-	
Whitbourne - Ch. S. 8	164 0 0	1856	-	-	-	-	-	
Whitchurch - N.S. 11	318 0 0	1863	2 18 91	-	-	-	17 18 0	
Whitney - N.S. 4	42 0 0	1846	-	-	-	-	-	
Wormbridge - N.S. 7	-	-	-	-	-	-	0 13 0	

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	Amount.	Date of Payment.						
HERTFORDSHIRE.								
Alban's, St. - N.S.	£ 50 0 0	1836						
	79 0 0	1848						
Alban's, St., St. Peter's Ch.S. 5	100 0 0	1851	2 5 0	30 0 0	-	72 13 4	19 1 0	
Albury - Ch.S. 6			2 0 4	72 3 4	-	79 3 4		
Amwell, Great - N.S. 8	24 13 4	1838	2 15 0	57 6 8	-	430 6 8	77 18 4	
Anstey - N.S.	111 4 0	1844	1 11 8					
Ardeley - N.S.	40 0 0	1837						
" - "	30 0 0	1846						
" - "	169 0 0	1858						
Aspeden, Endowed - N.S.	61 15 11	1849	1 6 9					
Baldock - N.S.	200 0 0	1834						
Baldock - B.S. 4	60 0 0	1839		21 15 0	-	18 15 0	11 8 0	
	46 0 0	1858						
Barley - N.S. 4				3 15 0	-	7 5 0	34 11 0	
Barnet, Chipping - N.S.	60 0 0	1846						
Bayford - N.S.	45 0 0	1857		14 3 4	-	24 11 8	10 11 8	
Bengo - N.S. 7	112 10 0	1850	3 8 0	117 2 6	-	208 3 4	81 15 0	
	50 0 0	1856						
	45 0 0	1843						
Bennington - N.S.								
Berkhamstead, Great, and North Church N.S. 5	100 0 0	1838		83 13 4	-	133 15 0	20 14 0	
Berkhamstead, Great - B.S.	130 0 0	1834						
Boxmoor - N.S.	75 0 0	1842						
Bramfield - N.S. 3			2 10 0	23 13 4	-		1 15 0	
Broxbourne, Free - N.S.			1 1 3	16 5 0	-	15 0 0	2 10 0	
Buckland - N.S. 5	80 0 0	1848	1 7 0	175 0 0	-	198 15 0	9 18 0	
Buntingford - N.S. 7	100 0 0	1845						
" - "	2 13 4	1849						
" - "	17 10 0	1856						
Burnham Green - N.S.	50 0 0	1843						
Bushey - B.S. 12	125 0 0	1846	6 13 3	13 15 0	25 0 0	527 11 8	30 1 0	
	47 14 0	1848						
Cheshunt - B.S. 4	264 0 0	1858		18 15 0	-	7 10 0	19 1 8	
Cheshunt, Vicarage, Girls - N.S. 5				24 0 0	-	32 10 0	19 5 0	
Cheshunt, Vicarage, Infants - N.S. 5				7 10 0	-	61 10 0	24 5 0	
Cheshunt (Dewhurst's) Charity S. 5			3 18 4		-	54 10 0	12 18 0	
Chipperfield - N.S.	50 10 0	1843						
Codicote - N.S.	850 0 0	1858	6 10 0	3 15 0	-			
Colney, St. Peter's - N.S. 7			4 12 0	200 0 0	-	294 0 0	71 3 0	
Cromer Hyde - N.S.			1 5 2		-			
Ervingmore End - Ch.S. 5	539 14 0	1857	5 0 0	5 16 8	-	26 5 0	13 15 0	
Exendon, Great - N.S.	181 16 0	1857						
Hadham, Much - N.S. 4			1 16 3	30 10 0	-	41 16 8	19 11 0	
Hadham, Little - B.S.	40 0 0	1836						
Harpenden - B.S.	105 0 0	1851						
Hatfield (Bishop's) - N.S. 8			3 7 7	108 1 8	70 16 8	534 3 4	112 11 0	
Hatfield (Bishop's) " Night N.S. 8				33 15 0	-		5 2 0	
Hempstead, Hemel, Royal - B.S. 4	150 0 0	1834	3 18 5		-	18 15 0	14 16 0	
Hempstead, Hemel - N.S. 6	843 10 0	1856	2 13 4	36 5 0	-	73 12 6	30 10 0	
Hertford, All Saints, Industrial and N.S. 4	40 0 0	1851	1 10 4	15 10 0	-	32 15 0	8 17 0	
	48 10 0	1852						
Hertford (Copper's) Testimonial) Ch.S. 7			12 8 2	153 10 0	-	554 10 0	79 5 0	
Hertford, Green Coat Endowed - N.S. 6			1 9 1	49 5 0	-		13 16 0	
Hertford Heath - N.S.	75 0 0	1838						
Hertford, St. Andrews, N.S. 4				2 10 0	-		5 0 0	
Hertingfordbury Ch. of E. 8			1 2 8	39 7 6	20 0 0	333 14 2		1 17 6
" Night S. 8						22 13 4		

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	Amount.	Date of Payment.						
HERTFORDSHIRE—cont.								
High-Cross - - - N.S. 7	-	-	£ s. d. 1 10 54	£ s. d. 116 5 0	£ s. d. 10 0 0	£ s. d. 140 0 0	£ s. d. 30 0 0	£ s. d. 3 5 0
Hitchin - - - B.S. 5	*175 0 0	1888	21 7 11	134 17 6	10 0 0	662 11 8	30 0 0	-
Hitchin, (Girls' and Infants') B.S. 5	-	-	-	3 6 8	-	5 0 0	-	-
Hitchin, St. Andrew's N.S.	300 0 0	1854	-	-	-	-	-	-
Hitchin, St. Mary's N.S. 7	1,540 0 0	1855	3 13 1	107 5 0	-	227 0 0	51 15 0	-
Hoddesdon - - - N.S. 2	125 0 0	1844	-	24 3 4	-	-	12 15 0	-
Hoddesdon, Easter Jones' Charity - Ch. of E. 6	279 0 0	1858	3 12 23	6 17 6	-	6 5 0	38 2 0	-
Hoddesdon - B.S. 6	100 0 0	1845	2 10 0	-	-	20 0 0	15 1 0	-
Hornstead, Great - N.S. 5	-	-	-	49 0 0	-	20 0 0	15 1 0	-
Hunsdon - Ch. of E. 5	*50 0 0	1839	3 11 24	94 3 4	62 10 0	185 0 0	47 18 0	-
Ickleford - - - N.S. 8	201 0 0	1849	-	-	-	-	-	-
Ippolyts, Saint - N.S. 7	106 0 0	1847	8 13 8	76 1 8	-	310 19 2	36 8 0	-
" " " " - N.S. 7	14 15 0	1854	-	-	-	-	-	-
" " " " - N.S. 7	17 0 0	1855	-	-	-	-	-	-
Kelshall - - - Ch. of E. 3	-	-	-	-	-	-	7 5 0	-
Kensworth - - - N.S. 7	150 0 0	1853	1 0 13	18 0 0	-	-	-	-
Kimpton - - - Par. 7	540 0 0	1856	-	-	-	-	-	-
Langley, Abbott's - N.S. 8	60 0 0	1845	3 12 03	138 13 4	-	307 17 6	37 19 0	-
" " " " - N.S. 8	50 0 0	1848	-	-	-	-	-	-
" " " " - N.S. 8	10 0 0	1840	-	-	-	-	-	-
" " " " - N.S. 8	246 0 0	1854	-	-	-	-	-	-
" " " " - N.S. 8	14 0 0	1855	-	-	-	-	-	-
Langley, King's - N.S. 8	*66 0 0	1838	-	-	-	-	-	-
" " " " - N.S. 8	127 0 0	1858	-	-	-	-	-	-
Leavesden - - - N.S. 7	40 0 0	1843	-	-	-	-	-	-
Mimms, North - N.S. 7	-	-	4 7 7	87 10 0	-	122 10 0	19 0 0	-
Munden, Great - N.S. 7	60 0 0	1840	-	49 10 0	-	-	2 19 0	-
Northaw - - - N.S. 7	15 0 0	1847	-	-	-	-	-	-
Northaw - - - N.S. 7	124 0 0	1851	-	-	-	-	-	-
Pelham, Brent - N.S. 6	50 0 0	1846	-	-	-	-	-	-
Pelham, Furneux - N.S. 6	50 0 0	1843	-	35 8 4	-	32 10 0	-	-
Pirton - - - N.S. 7	15 0 0	1855	-	-	-	-	-	-
" " " " - N.S. 7	74 0 0	1841	1 12 11	7 10 0	-	-	-	-
" " " " - N.S. 7	15 13 10	1854	-	-	-	-	-	-
" " " " - N.S. 7	39 10 0	1858	-	-	-	-	-	-
Redbourn - - - N.S. 7	199 0 0	1858	-	-	-	-	-	-
Rickmansworth - N.S. 7	233 0 0	1850	6 9 4	-	-	-	-	-
Royston - - - N.S. 7	27 6 0	1855	3 6 54	84 10 0	-	135 0 0	73 18 0	-
Royston - - - B.S. 7	75 0 0	1840	-	-	-	-	-	-
Sandon - - - N.S. 7	*40 0 0	1837	-	-	-	-	-	-
" " " " - N.S. 7	30 0 0	1846	-	-	-	-	-	-
Sawbridgeworth - N.S. 3	-	-	-	17 5 0	-	23 10 0	4 3 0	-
Shenley - - - N.S. 7	52 0 0	1842	6 6 102	123 15 0	-	98 0 0	92 4 0	-
" " " " - N.S. 7	7 0 0	1848	-	-	-	-	-	-
" " " " - N.S. 7	70 0 0	1854	-	-	-	-	-	-
Stevenage - - - N.S. 7	*92 0 0	1834	2 2 0	-	-	-	-	-
" " " " - N.S. 7	46 0 0	1851	-	-	-	-	-	-
" " " " - N.S. 7	41 0 0	1851	-	-	-	-	-	-
Stortford, Bishop's Practising School - N.S. 6	-	-	3 0 0	150 18 4	-	-	15 13 0	-
Stortford, Bishop's N.S. 6	-	-	-	-	-	18 16 8	9 9 0	-
Stortford, Bishop's New Town - N.S. 6	-	-	-	4 3 4	-	21 5 0	-	-
Stortford, Bishop's B.S. 4	*150 0 0	1840	4 3 44	32 10 0	-	25 0 0	21 0 0	-
" " " " - N.S. 4	100 0 0	1847	-	-	-	-	-	-
" " " " - N.S. 4	44 0 0	1856	-	-	-	-	-	-
Therfield - - - N.S. 3	123 0 0	1856	-	11 13 4	-	17 10 0	-	-
Tring - - - N.S. 3	132 0 0	1843	-	-	-	-	-	-
Wadesmill, Infants Walden, St. Paul's Ch. of E. 2	-	-	-	10 0 0	-	-	-	-
Walkern - - - N.S. 7	13 0 0	1857	-	14 3 4	-	-	2 0 0	-
" " " " - N.S. 7	-	-	-	31 13 4	-	158 0 0	13 13 0	-

a Retiring pension.

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	Amount.	Date of Payment.						
HERTFORDSHIRE—cont.								
Ware - - - N.S.	460 0 0	1844						
Ware - - - B.S.	*75 0 0	1839						
Watford - - - N.S. 6	*60 0 0	1838	5 0 0	37 10 0	-	91 1 8	33 19 0	
Watford Heath - Ch. S.	130 0 0	1842						
Watton - - - N.S. 3	82 0 0	1855						
Welwyn - - - N.S. 4	-	-	4 0 10	11 13 4	-	-	3 15 0	
Westmill - - - N.S. 6	-	-	2 16 04	38 6 8	-	-	-	5 19 0
Weston - - - N.S. 5	-	-	5 9 2	70 4 2	-	67 10 0	36 13 0	
William - - - N.S. 5	25 0 0	1842	-	9 3 4	-	-	2 4 0	
" - - - "	20 0 0	1844						
" - - - "	20 0 0	1848						
Wilstone - - - N.S.	100 0 0	1847						
Woodhill - - - N.S. 8	350 0 0	1850	2 4 114	125 8 4	114 3 4	107 16 8	36 13 0	17 11 0
Wymondley, Great N.S.	60 0 0	1848	a13 6 8	-	-	-	-	-
HUNTINGDONSHIRE.								
Abbotsley - - - N.S.	42 0 0	1845						
Alconbury - - - N.S.	75 0 0	1842						
Alwalton (Earl Fitz- william's) - - - N.S. 7	-	-	-	52 5 0	-	61 13 4	17 12 4	
Bluntham - - - N.S.	15 0 0	1850						
" - - - "	32 0 0	1856						
Brampton - - - Ch. S. 4	-	-	12 2 6	182 7 6	-	369 15 0	72 16 0	
Broughton - - - N.S.	60 0 0	1844						
Catworth, Great - - - N.S.	42 0 0	1845						
Earlth - - - B.S. 2	100 0 0	1840	4 6 84	-	-	172 15 0	5 8 0	
Farcot - - - N.S.	60 0 0	1848	1 19 9	-	-	-	-	
Fen-Stanton - - - N.S. 3	144 0 0	1847	1 1 84	78 6 8	-	164 13 4	49 14 0	
Fen-Stanton - - - B.S. 2	-	-	1 15 104	26 5 0	-	32 10 0	7 16 0	
Fletton, New - - - B.S.	364 10 0	1856						
Holme - - - Ch. of E. 3	-	-	-	85 5 0	-	-	5 3 0	
Huntingdon, Boys - N.S. 3	32 0 0	1855	7 17 74	77 10 0	-	100 0 0	15 12 0	
Huntingdon, St. Mary's, Girls, Infants - N.S. 4	83 0 0	1855	-	68 16 8	-	54 3 4	10 2 0	
Huntingdon, Walden's Charity - - - N.S. 4	-	-	-	-	-	52 10 0	-	
Ives, Saint - - - N.S. 3	250 0 0	1845	6 0 0	99 1 8	-	380 10 0	30 1 0	
" - - - "	80 0 0	1846						
" - - - "	18 0 0	1851						
" - - - "	46 0 0	1853						
Ives, Saint - - - B.S. 3	-	-	3 0 1	76 13 4	-	256 1 8	67 17 0	
Kimbolton - - - N.S.	-	-	2 1 84	-	-	-	-	
Neots, Saint - - - N.S. 4	146 0 0	1842	6 10 04	-	-	-	-	
" - - - "	20 4 4	1857						
Neots, Saint - - - B.S. 2	-	-	2 9 5	11 5 0	-	-	-	
Neots, Saint, Charity S. - 3	44 0 0	1855	1 13 64	71 5 0	-	68 16 8	70 9 0	
Neots, Saint - - - Wes. 2	-	-	9 4 04	154 10 0	55 0 0	276 15 0	53 14 0	
Offord-Cluney - - - N.S.	48 0 0	1847						
" - - - "	23 10 0	1850						
" - - - "	18 0 0	1856						
Orton Longville - Ch. S. 3	172 16 0	1854	1 13 44	-	-	-	2 15 0	
Orton Waterville - N.S.	63 0 0	1850	1 5 44	-	-	-	-	
Ramsey - - - Wes. 3	-	-	2 0 0	32 10 0	-	34 0 0	18 8 0	
Ripton, King's - - - N.S.	40 0 0	1845						
Sawtre - - - N.S.	92 0 0	1841						
Sawtre - - - Wes. 12	-	-	2 10 44	-	-	-	9 0 0	
Spaldwick - - - N.S.	60 0 0	1847						
Stanground - - - N.S.	65 0 0	1846	1 1 6	-	-	-	-	
Stilton - - - N.S. 4	75 0 0	1846	1 3 8	-	-	3 15 0	-	
Stukeley, Great - - - N.S.	45 0 0	1845						
Thurning - - - N.S.	26 10 0	1843						
Warboys - - - N.S. 3	-	-	-	32 0 0	-	230 15 0	13 18 0	
Weston, Old - - - N.S.	50 0 0	1844						
Wistow - - - N.S.	50 0 0	1842	0 7 8	-	-	-	-	

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools
	Amount.	Date of Payment.						
HUNTINGDONSHIRE—cont.								
Woodhurst - - - N.S.	42 0 0	1843						
" - - - " N.S.	40 0 0	1845						
" - - - " N.S.	12 0 0	1846						
" - - - " N.S.	8 0 0	1858						
Woodhurst - - - B.S. 3				9 3 4		2 10 0	6 10 0	
Yaxley, Endowed School	128 0 0	1849						
KENT.								
Appledore and Ebony								
" - - - N.S.	129 0 0	1848						
" - - - " N.S.	21 19 0	1856						
Ashford - - - N.S. 7	206 0 0	1843	26 3 11	212 0 0		1,153 5 0	114 12 1	
" - - - " N.S.	30 0 0	1851						
" - - - " N.S.	47 0 0	1855						
" - - - " N.S.	11 0 0	1856						
" - - - " N.S.	42 4 0	1856						
" - - - " N.S.	17 10 0	1857						
" - - - " N.S.	109 0 0	1853						
Ashford - - - B.S. 8			9 1 5	103 11 8		246 13 4	93 13 0	
Ashford, South Eastern Railway Co.'s - N.S. 7			6 8 0	39 0 0		46 10 0	25 0 0	
Aylesford, Educational Society's - N.S. 7	5 18 8	1857		45 10 0		78 2 6	6 7 11	
Aylesford, Preston Hall, Infant - Ch.S. 7				41 6 8			8 6 0	
Bapchild and Tonge - N.S. 7	137 12 6	1854	2 6 8	27 10 0		700 16 8	10 10 8	
Barham - - - N.S. 7	486 0 0	1858	7 19 0	77 10 0		501 13 4	20 14 0	
Basingball, Infant S. 5				10 0 0		9 13 4	0 19 8	
Barming - - - N.S.	50 0 0	1842	1 10 0					
" - - - " N.S.	265 0 0	1856						
Bearshead - - - N.S. 7	135 0 0	1848	2 5 2	27 10 0		117 15 0	14 6 6	
Beckenham - - - N.S. 7	400 0 0	1853	3 19 2	63 6 8		195 16 8	29 17 1	
Bethersden - - - N.S.	175 0 0	1851	4 18 8					
" - - - " N.S.	7 1 4	1854						
Bexley - - - N.S. 7	160 0 0	1837	1 7 8	22 10 0			21 10 0	
" - - - " N.S.	70 0 0	1845						
Bidborough - - - N.S.	178 0 0	1855						
Biddenden - - - N.S.	162 0 0	1849						
Birchington - - - N.S.	129 5 0	1849						
Borden - - - N.S. 7	182 0 0	1849		22 10 0		15 0 0	13 13 0	
Boughton - under -								
Blean - - - N.S.	100 0 0	1852						
" - - - " N.S.	150 0 0	1858						
Boughton, Malherbe N.S. 5	100 0 0	1847	2 2 8			15 13 4		
Boughton, Monchelsea								
" - - - N.S. 7	114 0 0	1851	1 10 1	16 5 0		17 10 0	17 12 0	
Boxley - - - N.S. 7	121 0 0	1846	3 3 5	150 2 6		464 2 6	21 19 5	
Brabourne - - - N.S. 7	102 0 0	1846	5 0 0	13 15 0		153 3 4	11 5 3	
Brenchley - - - N.S. 7	116 10 0	1842	5 15 1	57 10 0		119 11 8	54 14 5	5 0 7
Brenzett - - - N.S. 7	100 0 0	1852		27 10 0			9 0 0	
Broadstairs - - - N.S. 7	145 0 0	1837	6 5 3	49 10 0		99 3 4	21 4 11	
Bromley - - - N.S. 12	1,100 0 0	1855	7 17 1	81 15 0		113 10 0	35 3 0	
Bromley Common - N.S. 12	202 0 0	1847	1 11 1	33 0 10		111 5 0	9 14 6	
Brompton - - - N.S. 3	303 15 0	1851	4 3 9	84 3 4		621 5 0	163 14 0	
" - - - " N.S.	120 0 0	1856						
Buckland - - - N.S.	81 0 0	1844						
Canterbury - - - B.S.	173 10 0	1841						
" - - - " N.S.	120 0 0	1846						
Canterbury (Broad Street), Model - N.S. 7	720 0 0	1848	24 11 9	35 0 0		1,651 10 0	27 12 8	
" - - - Night S. " 7						21 13 4		
Canterbury, St. Mar- tin's and St. Paul's N.S. 7	80 0 0	1845	5 8 1	61 0 0		350 3 4	29 0 10	
Canterbury, St. Mil- dred's - - - N.S. 7	400 0 0	1855	9 7 0	90 7 6		109 13 4	21 3 9	
Canterbury, St. George the Mar- tyr's and St. Mary Magdalene's - N.S. 7	100 0 0	1854		19 3 4		79 11 8	12 6 3	

a School now sold for burial ground purposes.

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teachers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
KENT—cont.								
Charling . . . N.S. 7	-	-	1 7 84	112 10 0	-	337 14 2	24 13 6	
Charlton . . . N.S. 9	-	-	-	18 15 0	-	13 6 8	-	
Charlton, Old . . N.S.	-	-	3 2 84	-	-	-	-	
Chart, Great . . . N.S.	72 0 0	1846	-	-	-	-	-	
Chatham . . . N.S. 7	-	-	-	-	-	191 10 0	-	
Chatham, St. John's N.S. 3	-	-	2 16 0	37 6 8	-	71 6 8	24 1 4	
Chatham, St. Mary's N.S. 11	-	-	2 10 44	-	-	-	13 17 0	
Chatham, St. Paul's N.S. 11	733 0 0	1857	2 0 0	30 6 8	-	31 10 0	22 8 0	
Cheriton and New- ington . . . N.S.	125 0 0	1848	-	-	-	-	-	
Chiddington . . . N.S.	40 0 0	1849	-	-	-	-	-	
Chislehurst . . . N.S. 6	98 0 0	1841	2 8 54	-	-	-	-	
Cliffe . . . N.S. 3	200 0 0	1854	3 1 5	90 13 4	-	-	31 19 0	
Cranbrook . . . N.S. 5	183 0 0	1844	1 17 9	12 7 6	-	-	3 2 0	
- N.S.	17 0 0	1846	3 5 64	-	-	121 17 6	-	
Cranbrook, Milkhouse Street (Holy Trinity District) Sunday and Infant . . . N.S.	76 0 0	1841	-	-	-	-	-	
- N.S.	26 0 0	1847	-	-	-	-	-	
Cray (Paul's) . . . N.S.	30 0 0	1839	-	-	-	-	-	
Crayford . . . N.S. 5	285 0 0	1858	2 10 0	55 17 6	-	121 18 4	3 15 0	
Crookhill . . . N.S. 5	229 10 0	1837	2 10 04	18 6 8	-	20 0 0	4 15 0	
Crockham . . . Ch. S. 6	-	-	-	38 15 0	-	-	10 16 0	2 9 4
Cudham . . . N.S. 6	101 5 0	1852	2 1 104	5 0 0	-	-	42 8 0	
Cuxton . . . N.S. 3	92 0 0	1850	1 16 04	32 10 0	-	51 13 4	14 13 11	
- N.S.	9 6 8	1855	-	-	-	-	-	
- N.S.	29 0 0	1857	-	-	-	-	-	
Dartford . . . N.S. 5	-	-	2 8 04	32 10 0	-	5 0 0	-	
Dartford, Boys . . . Wes. 5	-	-	13 12 84	32 10 0	-	278 0 0	8 14 0	
Dartford, Waterside Girls . . . Wes. 5	-	-	-	34 6 8	-	311 15 0	9 5 0	
Deal . . . N.S. 12	-	-	3 2 94	73 3 4	-	239 6 8	35 1 6	
Deal . . . Par. Ch. S. 12	422 16 8	1853	16 6 104	108 16 8	-	231 16 8	27 3 0	
Deal . . . Wes. 8	-	-	6 8 94	71 10 0	-	221 0 0	54 15 0	
Denton . . . N.S.	64 10 0	1841	-	-	-	-	-	
Deptford . . . N.S.	20 0 0	1844	1 11 10	-	-	-	-	
Deptford, St. John's N.S. 5	1,002 0 0	1856	8 14 64	91 18 4	-	302 13 4	61 5 1	
- N.S.	522 14 0	1857	-	-	-	-	-	
Deptford, New Street B.S.	110 0 0	1841	-	-	-	-	-	
Deptford, St. Nicholas' . N.S.	*50 0 0	1835	2 2 14	-	-	83 0 0	-	
Deptford . . . R.C. 1	-	-	2 17 04	-	-	-	-	
Detling . . . N.S. 7	163 4 0	1856	2 1 8	-	-	-	5 14 0	
Ditton . . . Ch. of Eng. 7	-	-	-	5 0 0	-	-	1 5 0	
Dover . . . B.S. 8	*437 0 0	1835	7 15 114	105 0 0	-	276 14 2	54 14 0	
- N.S.	32 0 0	1854	-	-	-	-	-	
- N.S.	15 15 0	1857	-	-	-	-	-	
- N.S.	7 0 0	1858	-	-	-	-	-	
Dover, East Cliff . . N.S. 10	-	-	1 12 14	60 3 4	-	15 0 0	-	
Dover, St. James', Infant 12	-	-	-	2 13 4	-	-	-	
Dover, Holy Trinity N.S. 12	148 0 0	1847	7 18 5	37 18 4	-	15 0 0	13 17 0	
- N.S.	42 15 5	1853	-	-	-	-	-	
Dover, Home for Young Women . . . N.S.	-	-	-	-	-	-	-	226 14 64
Downe . . . N.S. 6	-	-	-	55 15 0	-	-	14 14 0	
Dunstan's, Saint (near Canterbury) . . . N.S.	177 0 0	1857	-	-	-	-	-	
Edenbridge . . . N.S.	200 0 0	1854	-	-	-	-	-	
Edenbridge . . . B.S. 7	-	-	2 10 0	60 0 0	-	-	27 9 0	
Egerton, St. James' N.S. 7	125 0 0	1846	-	-	-	-	7 9 0	
- N.S.	9 12 0	1857	-	-	-	-	-	
Elham . . . N.S. 5	60 0 0	1845	4 1 0	145 15 0	-	76 9 2	6 14 0	
Elham . . . B.S. 8	-	-	2 1 4	74 11 8	-	32 10 0	26 6 0	
Eltham . . . N.S. 9	40 0 0	1841	10 0 44	20 0 0	-	319 8 4	-	
- N.S.	21 0 0	1849	-	-	-	-	-	
- N.S.	126 15 0	1853	-	-	-	-	-	
Erith . . . N.S.	106 0 0	1850	-	-	-	-	-	
- N.S.	38 0 0	1851	-	-	-	-	-	

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
KENT—cont.								
Eynesford - N.S.	70 0 0	1836	3 4 0					
Farleigh, East - N.S. 7	34 0 0	1839	5 5 9	98 2 6		411 9 2	29 16 10	
" - " - "	120 0 0	1840						
" - " - "	145 0 0	1856						
Farleigh, West - N.S.			1 8 8					
Faversham District - N.S. 7			16 17 9	177 3 4		939 8 4	99 1 1	
Faversham - B.S. 8			6 16 11	88 6 8		492 5 0	37 10 0	
Fawkham, Hartley and Longfield - N.S.	35 0 0	1841						
Folkestone - B.S. 8	162 0 0	1840	9 9 5	81 4 2		670 18 4	94 6 0	
" - " - "	13 7 4	1853						
" - " - "	11 5 4	1853						
" - " - "	75 0 0	1856						
Folkestone, Ch. Ch. Infants - N.S. 11	94 0 0	1852	4 10 11	10 16 8			11 15 0	
Folkestone, St. Mary's and St. Eanswith's - N.S. 12	551 12 6	1855	10 17 2	95 1 8		103 0 0	20 14 0	
Frittenden - N.S. 7	65 0 0	1843		16 10 0			2 5 0	
Garlinge, St. James' - N.S. 7	189 0 0	1855					8 15 0	
Goodnestone - Par. 7				145 15 0		112 10 0		
Gravesend and Mil- ton - N.S. 3	490 0 0	1836	9 12 1	228 6 8		757 19 2	9 8 0	
" - " - "	100 0 0	1849						
Gravesend, Princes Street - B.S. 6				119 13 4		279 13 4	10 10 0	
Gravesend and Mil- ton, Peacock Street - B.S. 6			4 14 0	96 15 0		352 15 0	7 10 0	
Gravesend, and St. James' - N.S.	200 0 0	1855						
Green Street Green Ch. S. - N.S.	42 10 0	1852	2 1 0					
Greenwich - N.S.	83 0 0	1837						
Greenwich - P.U. 4						66 10 0		
Greenwich, East Branch, Sunday and Infant School - 4	200 0 0	1844		47 10 0		142 5 5		
Greenwich Reformatory - 6								200 9 4
Greenwich, Holy Trinity (Maiden- stone Hill) - N.S. 12	320 0 0	1847	16 0 31	133 8 4		587 8 4	35 17 8	
" - " - "	253 0 0	1854						
Greenwich (Croom's Hill), St. Ann's - R.C. 3								47 0 0
Greenwich, Roan's Charity (East Branch), Grey Coat - N.S. 6			2 5 5			203 5 0		
Greenwich, (West Branch), Roan's Grey Coat - N.S. 6						244 16 0		
Hadlow - N.S.	437 0 0	1840						
Harbledown - N.S.	111 10 0	1854						
Hardrea, Lower - N.S.	38 0 0	1847						
Harrietsham - Ch. S. 7	90 0 0	1845	3 14 4	179 5 0		25 8 4	24 5 2	14 2 8
Hawkhurst - N.S. 6	41 9 0	1855	3 3 6	155 13 4		147 12 6	50 9 4	
" - " - "	41 10 0	1857						
Headcorn - N.S.			1 8 0					
Higham - N.S. 3	120 0 0	1848	2 9 4	97 2 6		220 16 8	43 0 7	
" - " - "	54 0 0	1855						
Hildenborough - N.S.	126 0 0	1848						
Hoo - N.S.	75 0 0	1839	1 6 11					
Horton Kirby - N.S.	170 0 0	1858				22 1 8		
Hougham, Ch. Ch. - N.S. 12	300 0 0	1848	5 17 0					
Hythe - N.S. 7	400 0 0	1852	10 9 7	276 6 8		679 13 4	62 11 1	
" - " - "			26 13 4					
Ishtam - N.S. 7			2 1 7	89 12 6		299 18 4	12 6 8	
Keston - N.S.	212 8 0	1856						
Kingsdown - Par. 12	12 18 11	1856	1 9 0	12 0 0			9 5 0	
" - " - "	5 0 0	1858						
Knockholt - N.S.	362 0 0	1857						

a Scientific apparatus.

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	Amount.	Date of Payment.						
KENT—cont.								
Lamberhurst - N.S.	*43 0 0	1835						
	*16 0 0	1836						
Larkfield - N.S. 7	197 0 0	1858						
Lee - N.S. 9			10 4 8	53 13 4	-	866 10 0	27 3 2	
Lenham - N.S.	105 0 0	1851	5 7 7 ¹ / ₂					
Lewisham, St. Mary's - N.S. 12	265 0 0	1857	3 14 11 ¹ / ₂	30 0 0	20 16 8	29 11 8	21 5 0	
Lewisham Bridge - B.S. 12			2 8 2 ¹ / ₂	23 15 0	-	30 0 0	11 4 0	
Loose - N.S. 7	*96 0 0	1843	1 17 9	25 0 0	-	22 10 0	14 16 0	
Luton (near Chat- ham) - N.S. 3	50 0 0	1847	1 13 4 ¹ / ₂		-	19 16 8	12 19 0	
Lydd - N.S. 7	200 0 0	1850	8 17 7 ¹ / ₂	55 0 0	-	207 18 4	26 18 0	
Lyminge, Endowed - N.S. 7	136 0 0	1850	1 15 7 ¹ / ₂	7 10 0	-	175 0 0	2 1 0	
Maidstone - P.U. 9					-	39 11 8		
Maidstone, All Saints - N.S. 7			13 8 6 ¹ / ₂	307 10 0	25 0 0	1,294 12 5	55 6 4	
Maidstone Heath - N.S. 7	177 15 0	1857		10 16 8	-		10 13 0	
Maidstone, St. Peter's - N.S. 7	200 0 0	1843						
Maidstone, Trinity Model - N.S. 7	480 0 0	1842	13 1 0	282 9 2	-	1,657 10 0	52 4 9	
Mailing, East - N.S. 7	187 10 0	1850	4 0 10 ¹ / ₂	37 10 0	-	182 10 0	82 2 2	
Mailing, West, Endowed - N.S. 7	12 6 8	1852	2 14 2 ¹ / ₂	73 18 4	-	110 0 0	25 5 0	
Mailing, West, Girls - N.S. 7				38 10 0	-	78 3 4	23 15 0	
Mailing, North, Deanery, Schoolmasters' Asso- ciation - N.S. 9			1 10 1	10 0 0	-		5 8 0	
Marden - N.S. 9								
Margaret, St. (at Chiffe) - N.S.	40 0 0	1847						
Margaret's, St. (next Rochester) - N.S. 2	500 0 0	1854	4 0 0 ¹ / ₂	107 11 8	-	142 0 0	21 1 ¹ / ₂ 0	
Margate - B.S. 8	596 0 0	1857	4 0 11 ¹ / ₂	78 0 0	-	154 10 0	26 2 0	
Margate, Holy Trinity - N.S. 7	225 0 0	1851	8 11 0 ¹ / ₂	93 10 0	-	496 2 0	44 10 0	
Margate, St. John's - N.S. 7	50 0 0	1853						
Margate, St. John's - N.S. 7	475 0 0	1855	8 12 11 ¹ / ₂	157 10 0	83 6 8	183 0 0	34 11 0	
Meopham - N.S.	62 0 0	1842						
Milton, Ch. Ch. - N.S. 4	20 0 0	1843						
Milton (near Sitting- bourne) - N.S. 3	300 0 0	1849	2 7 6 ¹ / ₂	42 5 0	-	53 15 0	23 10 0	
Minster - N.S. 7	350 0 0	1848	1 10 7 ¹ / ₂	37 10 0	-	21 5 0	14 14 0	
Minster - N.S. 7	45 0 0	1855					10 13 0	
Monkton - N.S. 5				23 6 8				
Newchurch - N.S.	40 0 0	1845						
Newington - N.S. 7	105 0 0	1851	4 18 6 ¹ / ₂	97 16 8	-	73 15 0	17 0 8	
Northbourne, St. Augustine's - N.S. 7	145 16 0	1852	4 13 2 ¹ / ₂	84 15 0	-	161 10 0	30 7 4	
Northfleet - N.S.	*115 0 0	1836						
Ospringe - N.S. 7	25 0 0	1845						
Patricxbourne and Bridge - N.S.	120 0 0	1850		6 13 4				
Peckham, East - N.S. 7			3 13 4	54 3 4	-	40 16 8	22 1 0	
Petham - N.S.	70 0 0	1849						
Penshurst - N.S. 5			2 1 11 ¹ / ₂	44 11 8	-	56 3 4	8 10 0	
Platt, St. Mary's - N.S. 5	113 0 0	1847					7 4 0	
Plaxtol - N.S. 7	171 0 0	1847	2 8 5 ¹ / ₂	52 10 0	-	297 1 8	33 15 6	
Pluckley - N.S. 7	93 10 0	1851	4 6 11 ¹ / ₂	34 0 0	-	219 3 4	34 1 8	
Plumstead, Central, Ch.S. 12	1,825 0 0	1837	7 8 0	41 7 8	27 1 8	136 15 0	20 8 0	
Plumstead, East, Endowed - N.S. 8			3 16 7 ¹ / ₂	23 0 0	-	38 6 8	0 11 0	
Plumstead, West, St. James' - N.S.			3 13 4					
Plumstead, Barrage Road - B.S. 6			4 11 4 ¹ / ₂	64 13 4	-	164 10 0	18 4 0	
Preston - N.S.	*25 0 0	1837						
Queenborough - N.S. 6	152 0 0	1853		6 5 0				
Rainham - N.S. 3	166 0 0	1847	3 16 7 ¹ / ₂	32 10 0	-	52 3 4	57 19 5	

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		Amount.	Date of Payment.						
KENT—cont.									
Ramsgate, Ch. Ch. - N.S.	7	506 0 0	1849	8 7 2 ¹	207 19 2	-	532 7 6	43 14 4	
Ramsgate, St. Augustine's - R.C.	6	-	-	1 5 2	4 3 4	-	6 5 0	2 1 0	
Ramsgate, St. George's - N.S.	7	-	-	18 3 5 ¹	156 13 4	-	582 1 8	59 8 0	
Ramsgate, St. Lawrence's - N.S.	7	58 0 0	1851	4 13 3 ¹	7 10 0	-	234 1 8	24 14 0	
Rochester, Dartford, and Shoreham, Ch. Schoolmasters' Association - Rochester, St. Nicholas' - N.S.	3	399 0 0	1849	7 3 8 ¹	313 18 4	-	957 18 4	65 13 0	
Rolvenden - N.S.	-	281 0 0	1858	-	-	-	-	-	-
Romney, New - N.S.	7	*100 0 0	1836	3 0 4 ¹	42 10 0	-	144 6 8	63 8 6	
Rusthall - N.S.	4	59 0 0	1856	6 19 10 ¹	127 16 0	55 0 0	27 20 0	46 7 8	
Sandgate - N.S.	-	275 0 0	1846	1 5 6	-	-	-	9 4 0	
Saltwood - N.S.	11	83 5 6	1855	-	10 0 0	-	12 10 0	5 10 0	
Sellinge - Ch. of E.	7	-	-	-	-	-	-	-	-
Shadoxhurst - N.S.	-	30 0 0	1847	-	-	-	-	-	-
Shoerness - N.S.	11	*250 0 0	1837	4 15 11 ¹	43 15 0	73 6 8	-	48 0 0	
Shoerness - B.S.	-	*275 0 0	1837	-	-	-	-	-	-
Sheldwick, the Leys, United - N.S.	7	-	-	4 6 8 ¹	53 16 8	-	76 5 0	10 1 0	
Shipbourne - N.S.	7	75 0 0	1853	-	250 0 0	-	-	-	-
" - N.S.	-	102 10 0	1857	-	31 10 0	-	15 0 0	18 5 10	12 13 4
" - N.S.	-	32 10 0	1858	-	-	-	-	-	-
Shooters' Hill - N.S.	-	200 0 0	1853	-	-	-	-	-	-
Shoreham - Par.	12	-	-	-	16 13 4	-	-	10 19 0	
Sissinghurst (Mrs. H. Cleaver's) - N.S.	7	-	-	-	15 0 0	-	-	12 12 6	
Sissinghurst (Lady de Spaen's) - N.S.	5	-	-	-	22 10 0	-	-	7 17 0	
Sittingbourne - N.S.	-	230 -0 0	1847	-	-	-	-	-	-
Snarnden, Free - N.S.	-	-	-	2 0 0 ¹	-	-	-	-	-
Snodland - N.S.	6	-	-	1 9 10	-	-	-	7 16 0	
Southborough - N.S.	5	100 0 0	1845	2 0 9	22 13 4	-	38 6 8	-	
Southfleet, Endowed - N.S.	-	-	-	1 3 1 ¹	-	-	-	-	-
Standford - N.S.	-	25 0 0	1845	-	-	-	-	-	-
Stephen's, St. (near Canterbury) - N.S.	7	120 0 0	1849	1 10 8	37 10 0	-	96 5 0	15 9 3	
Stockbury - N.S.	-	50 10 0	1842	-	-	-	-	-	-
Stowting - N.S.	-	55 0 0	1846	-	-	-	-	-	-
Strood - N.S.	3	252 0 0	1850	5 2 11 ¹	132 3 4	-	321 15 10	23 0 0	
Sturry - N.S.	7	90 0 0	1852	2 11 6	-	-	-	15 3 0	
Sutton-at-Hone - N.S.	5	364 0 0	1853	3 1 9	61 5 0	-	156 0 0	18 6 0	
Sutton Valence - N.S.	7	42 0 0	1857	-	63 4 2	-	234 7 6	13 1 0	
Swanscombe and Stone - N.S.	-	70 0 0	1842	1 3 3 ¹	-	-	-	-	-
Swingfield Minnis - N.S.	6	150 0 0	1847	1 6 10 ¹	-	-	65 4 2	-	
Sydenham - N.S.	9	*35 0 0	1838	-	120 0 0	-	391 10 0	85 10 0	
Sydenham - Wes.	2	-	-	2 8 5 ¹	34 16 8	-	75 16 8	17 2 0	
Tenterden - N.S.	7	150 0 0	1844	6 17 7	40 12 6	-	52 14 2	32 18 0	
Tenterden - B.S.	8	63 0 0	1837	-	-	-	-	-	-
Tenston - N.S.	6	-	-	13 4 2	144 18 4	-	483 14 0	45 13 10	30 19 2
Thanet, St. Peter's - N.S.	7	105 0 0	1849	-	77 10 0	-	17 10 0	38 9 0	
Tonbridge - N.S.	-	50 0 0	1853	9 10 10 ¹	90 3 4	-	300 11 8	46 9 8	
Tonbridge, St. Stephen's - N.S.	5	153 0 0	1851	2 9 6	-	-	-	-	-
Trotterscliffe - N.S.	-	54 0 0	1849	-	-	-	-	-	-
Tunbridge - Wes.	8	50 0 0	1854	-	-	-	-	-	-
Tunbridge, St. Stephen's - N.S.	5	250 0 0	1855	5 10 0 ¹	38 15 0	-	29 0 0	39 13 0	
Tunbridge Wells - N.S.	-	333 0 0	1858	4 5 5	60 0 0	-	171 16 8	32 3 6	
Tunbridge Wells Chapel - Free S.	5	40 0 0	1858	-	-	-	-	-	-
Tunbridge Wells, Girls - N.S.	5	-	-	9 18 5 ¹	30 0 0	-	63 11 8	25 0 0	
				-	3 6 8	-	5 0 0	-	-

a Retiring pension.

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
KENT—cont.								
Tunbridge Wells, St. Augustine's - R.C.	-	-	2 6 8	-	-	-	-	-
Tunbridge Wells, Trinity - N.S. 5	-	-	-	46 0 0	-	150 5 0	8 3 9	-
Tunbridge Wells, Trinity, Middle - N.S. 5	-	-	-	61 13 4	-	-	4 8 6	-
Tunbridge Wells, Windmill Fields Ch. of E. 5	-	-	-	2 13 4	-	-	4 5 0	-
Upchurch - N.S.	54 0 0	1847	-	-	-	-	-	-
Walmer and Ring- wood - N.S. 12	*106 0 0	1837	3 16 5½	52 15 0	-	352 10 10	21 4 2	-
" - " - N.S.	760 0 0	1857	-	-	-	-	3 4 0	-
Waltham - N.S.	-	-	2 12 8	45 0 0	-	332 6 8	65 7 5	-
Wateringbury - N.S. 7	-	-	-	28 15 0	-	-	5 2 0	-
Weald, Sevenoaks - Par. 12	-	-	2 3 5	20 16 8	-	-	15 2 8	-
Westerham - N.S. 9	-	-	-	-	-	-	-	-
Whitstable and Sea- saler - N.S. 7	-	-	24 8 9½	57 10 0	35 0 0	1,081 16 8	91 16 0	-
Willesborough - N.S. 5	67 0 0	1849	3 0 11	5 0 0	-	55 16 8	-	-
Winnington - Ch. S.	128 0 0	1850	-	-	-	-	-	-
Wingham - N.S. 5	-	-	2 9 11½	5 0 0	-	5 0 0	1 4 0	-
Woodchurch - N.S. 7	75 0 0	1844	5 2 4½	60 13 4	-	458 18 4	52 11 10	-
" - " - "	4 16 8	1848	-	-	-	-	-	-
" - " - "	15 6 8	1849	-	-	-	-	-	-
Woodnesborough - N.S.	95 0 0	1845	-	-	-	-	-	-
Woolwich - N.S. 9	289 0 0	1841	16 4 3½	112 0 0	-	685 1 8	108 16 0	-
Woolwich, Power Street B.S.	*225 0 0	1835	-	-	-	-	-	-
Woolwich Presbyterian S. 12	1,400 0 0	1857	12 4 10½	21 0 0	-	10 0 0	-	-
Woolwich, St. Thomas' - N.S. 12	1,036 0 0	1856	15 18 11½	39 3 4	-	104 10 0	51 17 0	-
Woolwich - R.C.	-	-	2 13 4½	-	-	-	-	-
Wrotham - N.S.	100 0 0	1845	-	-	-	-	-	-
Yalding - N.S.	474 6 0	1858	-	-	-	-	-	-
LANCASHIRE.								
Abney, Mossley Brow B.S. 2	-	-	-	30 5 0	-	-	-	-
Accrington, Ch. Ch. N.S. 7	590 0 0	1845	11 18 10	109 5 0	-	77 10 0	16 17 0	-
" - " - " - N.S.	93 0 0	1856	-	-	-	-	-	-
Accrington, St. James' - N.S. 7	91 0 0	1857	9 5 5½	24 15 0	-	60 15 0	26 14 0	-
Accrington, St. James' - N.S.	-	-	-	-	-	-	-	-
Infants - N.S.	208 0 0	1845	-	-	-	-	-	-
Accrington, New Jeru- salem School - N.S.	-	-	12 0 0	16 10 0	-	50 10 0	30 8 0	-
Accrington, St. Oswald's - R.C. 3	-	-	5 7 4½	31 13 4	-	72 16 8	28 15 0	-
" - " - " - Night - N.S. 3	-	-	-	-	-	13 0 0	-	-
Accrington - Wes. 5	-	-	4 2 8	23 6 8	25 0 0	43 0 0	38 16 0	-
Adlington - Ch. S. 4	150 0 0	1840	8 1 1½	12 10 0	-	51 15 0	15 12 0	-
" - " - " - N.S.	204 3 11	1857	-	-	-	-	-	-
Admarsh - N.S.	*28 0 0	1835	-	-	-	-	-	-
Aigburth - N.S. 11	*150 0 0	1838	10 1 4	92 6 8	-	100 8 4	26 18 0	-
Ainsworth - N.S.	-	-	-	86 6 8	-	-	29 5 0	-
Altcar - N.S. 6	-	-	-	-	-	-	17 14 0	-
Altham - N.S. 7	-	-	6 9 0	-	-	-	-	-
Appleton, St. Bede's R.C.	-	-	-	-	-	-	-	-
Ardwick, St. Thomas' - N.S. 1	-	-	14 12 5½	71 5 0	-	-	26 2 0	-
Ashton, St. Thomas' - N.S. 10	250 0 0	1851	6 15 8½	112 10 0	-	307 15 0	40 11 0	-
(in Makerfield) - R.C. 5	-	-	-	67 11 8	-	213 6 8	-	-
Ashton-le-Willows, Ch. S. 10	110 0 0	1856	2 19 2½	7 10 0	-	15 6 0	-	-
Ashton-under-Lyne, Ch. Ch. (Charles- town) - N.S. 2	832 0 0	1847	-	-	-	256 1 8	-	-
Ashton-under-Lyne, St. Peter's - N.S.	*300 0 0	1836	5 0 0	-	-	-	-	-
" - " - " - N.S.	60 0 0	1844	-	-	-	-	-	-

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	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Astley - - - N.S. 4	200 0 0	1841	4 19 7½	41 5 0	-	228 3 4	47 11 0	
" - - - " - - -	14 18 0	1846						
" - - - " - - -	103 0 0	1847						
Atherton - - - N.S. 3	250 0 0	1840	12 12 11	193 6 8	-	463 15 0	59 7 0	
" - - - " - - -	119 15 6	1852						
" - - - " - - -	83 0 0	1855						
Audenshaw - - - N.S. 2	400 0 0	1847	3 11 10	57 10 0	86 5 0	158 11 8	41 6 0	
" - - - " - - -	59 0 0	1856						
Bacup, St. John's - N.S. 7	-	-	3 3 6½	40 0 0	-	71 5 0	6 10 0	
Bacup - Wes. 3	-	-	15 14 3½	98 10 0	-	248 10 0	44 0 0	
Bamford Public Evang. S.	-	-	2 0 0½	-	-	-	-	
Bamford Day and Even. B.S. 2	-	-	9 3 4	3 15 0	-	2 8 4	-	
Bank Meadow - B.S. 1	300 0 0	1840	-	-	-	-	-	
Bardsley - N.S. 1	397 0 0	1846	1 6 5½	-	-	109 0 0	-	
Barrow-in-Furness - N.S. 6	-	-	5 0 0½	6 5 0	-	12 1 8	-	
Barrowford - N.S. 1	231 15 0	1851	4 6 11½	-	-	-	-	
Barton-upon-Irwell N.S. 5	240 0 0	1846	5 7 9½	-	-	5 0 0	31 8 0	
" - - - " - - -	30 0 0	1852	-	-	-	-	-	
Barton-upon-Irwell, All Saints - R.C. 10	-	-	3 15 0	18 6 8	-	15 0 0	-	
Barton-upon-Irwell Wes. 3	-	-	4 0 0½	17 10 0	-	-	6 3 0	
Bedford, in Leigh - N.S. 2	200 0 0	1844	-	-	-	-	-	
Belfield (Messrs. Benecke's) - N.S. 3	-	-	5 0 11½	151 5 0	-	311 0 0	0 5 0	
Bickerstaffe - N.S. 4	200 0 0	1844	10 9 4½	84 0 0	-	673 3 4	96 5 0	
Billinge - N.S. 4	56 10 0	1847	-	-	-	-	-	
Birch, St. James, (in Manchester) N.S. 3	-	-	6 6 3	145 5 10	-	169 16 8	36 1 0	
Birch, St. Mary's, (in Middleton) - N.S. 1	*75 0 0	1836	-	-	-	-	-	
" - - - " - - -	*46 0 0	1836	-	-	-	-	-	
Blackburn, St. Alban's - R.C. 3	-	-	6 5 0	86 0 0	-	298 0 0	30 0 0	
Blackburn, St. Anne's - R.C. 3	-	-	10 4 1½	46 10 0	-	335 13 4	19 10 0	
" - Night Sch. 3	-	-	-	-	-	20 0 0	-	
Blackburn, Bank Top - N.S. 11	740 0 0	1856	5 7 7	8 15 0	-	-	6 3 0	
Blackburn (Nova Scotia) - B.S. 1	*150 0 0	1836	-	-	-	-	-	
Blackburn, St. John's - N.S. 11	800 0 0	1845	2 7 11½	45 15 10	-	186 10 0	21 1 0	
Blackburn, St. Michael's - N.S. 7	253 0 0	1849	7 6 10½	69 5 0	34 3 4	3 15 0	103 12 0	
" - - - " - - -	35 0 0	1852	-	-	-	-	-	
" - - - " - - -	11 6 8	1858	-	-	-	-	-	
Blackburn (Mr. Sparrow's) - R.C. 3	-	-	6 17 0½	38 6 8	-	297 1 8	41 7 0	
Blackburn, Trinity - N.S. 11	294 0 0	1844	10 17 3½	38 5 0	-	250 7 6	22 18 0	
" - - - " - - -	124 0 0	1856	-	-	-	-	-	
Blackley (Crab Lane) - N.S. 1	100 0 0	1843	-	-	-	-	-	
" - - - " - - -	21 0 0	1844	-	-	-	-	-	
" - - - " - - -	20 0 0	1846	-	-	-	-	-	
" - - - " - - -	43 0 0	1847	-	-	-	-	-	
Blackley, Inf. Ch. of E. - N.S. 1	197 0 0	1858	-	-	-	-	-	
Blackpits - N.S. 1	120 0 0	1847	5 9 9	-	-	-	-	
" - - - " - - -	8 0 0	1856	-	-	-	-	-	
Blackpool, St. John's, Ch.S. 6	367 0 0	1857	-	10 16 8	-	41 1 8	6 5 0	
Blackpool - Wes. 9	-	-	2 8 0½	34 7 6	-	-	-	
Blackrod - N.S. 3	450 0 0	1846	1 11 5½	33 15 0	-	302 1 8	45 4 0	
" - - - " - - -	78 0 0	1856	-	-	-	-	-	
Bolton-le-Moors - B.S. 4	*250 0 0	1837	6 7 3	54 10 0	-	453 0 0	35 13 0	
Bolton-le-Moors, Bridge Street - Wes. 2	311 0 0	1850	19 0 4½	173 6 8	175 0 0	816 3 4	88 8 0	
Bolton-le-Moors, Fletcher Street - Wes. 4	-	-	18 13 6	120 15 0	-	501 15 0	36 14 0	

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficate Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
		Amount.	Date of Payment.						
LANCASHIRE—cont.									
Bolton-le-Moors, Ch. Ch.		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
" N.S.	6	540 0 0	1847	11 13 24	133 16 8	36 13 4	981 13 4	55 2 0	
" " "		21 0 0	1858						
Bolton-le-Moors (Em- manuel District) N.S.	5	250 0 0	1845	12 13 34	90 0 0	-	1,377 13 4	68 0 0	
" " "		100 0 0	1852						
" " "		123 13 4	1855						
Bolton-le-Moors, In- dustrial Ragged - N.S.	9	-	-	1 9 24	-	-	-	-	380 13 52
Bolton-le-Moors, Holy Trinity - N.S.	6	*240 0 0	1838	30 6 34	227 5 10	-	1,863 1 8	83 10 0	
" " "		155 0 0	1847						
" " "		22 10 0	1856						
" " "		120 0 0	1850						
Bolton-le-Moors, St. Peter's and St. Paul's R.C.	12	-	-	14 18 34	110 5 10	-	868 5 0	94 19 0	
Bolton, Little, All Saints - N.S.	6	600 0 0	1848	12 19 114	109 11 8	-	640 0 0	78 18 0	
" " "		160 0 0	1856						
Bolton, Little, St. George's - N.S.	6	500 0 0	1848	20 17 24	158 6 8	-	439 6 8	45 5 0	
" " "		30 0 0	1855						
Bolton, St. Mary - R.C.	11	-	-	2 10 24	8 6 8	-	-	4 15 0	
Bolton-le-Sands, In- dustrial - N.S.		65 16 0	1850	2 4 64	-	-	-	-	
Bootle - N.S.	9	*200 0 0	1836	8 4 4	140 16 8	-	529 3 4	64 5 0	
Bootle - R.C.	1	-	-	-	-	-	-	11 14 0	
Brathay District - N.S.	6	-	-	2 0 04	30 5 0	-	-	-	
Bretherton (Free Endowed) - Ch. S.		126 0 0	1852						
Brierfield - N.S.	7	247 0 0	1850	2 16 8	7 10 0	-	-	-	
Briercliffe, St. James' - N.S.	7	402 0 0	1856	4 19 94	37 10 0	-	15 0 0	30 11 0	
Brindle Heath, Infnt. N.S.	4	-	-	-	2 10 0	-	3 15 0	-	
Brookbottoms - Wes.	9	-	-	23 12 3	107 10 0	-	632 6 8	-	
Broughton, St. John's - N.S.	2	-	-	-	16 5 0	-	-	-	
Brownedge, St. Mary's - R.C.		-	-	1 7 9	-	-	-	-	
Buckhurst - N.S.		*112 0 0	1840	1 3 3	-	-	-	-	
" " "		143 0 0	1840						
" " "		25 0 0	1849						
Buersill and Lower Place - N.S.	4	250 0 0	1846	4 17 3	43 15 0	-	53 15 0	55 8 0	
Burnley - N.S.	7	*100 0 0	1836	42 15 104	215 0 0	42 10 0	1,568 5 0	114 7 0	
Burnley, St. James' - N.S.	7	*200 0 0	1840	5 18 24	105 0 0	25 0 0	673 10 0	67 1 0	
" " "		100 0 0	1844						
" " "		177 0 0	1857						
Burnley, St. Peter's (Pickup Croft) Infant N.S.		299 0 0	1847	-	-	-	2 10 0	-	
Burnley, School of Hope	2	-	-	-	-	-	-	-	
Burnley, Lanebridge, (St. Paul's) - N.S.	7	508 0 0	1847	12 0 9	45 0 0	-	378 10 0	39 0 0	
Burnley, Lane Head N.S.	6	50 0 0	1844	4 6 94	-	-	53 15 0	52 8 0	
Burnley, St. Aloysius' - R.C.	3	-	-	3 3 10	26 10 0	-	17 10 0	21 13 0	
" Night - R.C.	3	-	-	-	-	-	10 0 0	-	
Burnley, St. Mary's - R.C.	3	-	-	11 17 84	11 13 4	-	143 13 4	29 7 0	
" " Night - R.C.	3	-	-	-	-	-	10 0 0	-	
Burnley - Wes.	9	807 0 0	1852	20 16 6	181 13 4	70 16 8	839 18 4	100 9 0	
Burscough Hall - R.C.	4	-	-	2 8 84	-	-	-	5 18 0	
Bury (Clerke Street) Wes.	9	-	-	12 3 13	135 0 0	-	587 10 0	86 9 0	
Bury, Central - N.S.	5	-	-	4 3 2	55 0 0	-	14 13 4	-	
Bury, Indust. & Reform. N.S.	12	-	-	-	-	-	-	-	20 10 0R
Bury, Holy Trinity - N.S.	4	473 0 0	1851	10 11 8	269 3 4	30 0 0	762 15 0	56 1 0	
" " "		40 0 0	1855						

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	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Bury, St. John's - N.S.	4	£ 370 0 0	1849	£ 1 19 5	£ 2 10 0	-	£ 7 5 0	
Bury, St. Marie's - R.C.				6 9 7½				
Bury, St. Paul's - N.S.		150 0 0	1844	3 6 1½				
Bury, Ragged School				1 14 0				
Busk - Infant N.S.		*93 0 0	1837					
		45 0 0	1843					
Cartmel - N.S.		58 4 0	1846					
Castleton Moor - B.S.	3			5 9 2	87 11 8	-	112 6 8	83 3 0
Caton - N.S.	5	226 0 0	1850	-	75 0 0	-	145 0 0	92 17 0
Chatburn - N.S.	6	248 0 0	1850	3 11 5½	92 10 0	-	160 8 4	46 13 0
Charlestown - B.S.		*75 0 0	1835					
		*40 0 0	1837					
Charlestown, Juvenile and Infant N.S.		417 12 0	1858	3 12 7				
Charlestown, St. George's - N.S.	1	-	-	16 11 4½	70 0 0	-	104 10 0	35 1 0½
Chipping - R.C.	4	-	-	1 6 8	-	-	-	5 2 0
Chorley, Parish - N.S.		*156 0 0	1835	3 12 3½	13 15 0	-	2 10 0	16 0 0
" " " "		150 0 0	1849					
" " " "		63 0 0	1857					
Chorley, St. George's - N.S.	3	188 0 0	1837	9 9 2	115 10 0	-	333 15 10	50 0 0
Chorley, St. Mary's - R.C.	12	500 0 0	1857	7 6 7	96 3 4	67 10 0	240 0 0	90 11 0
School, " Night - R.C.	12	-	-	4 14 3	-	-	8 0 0	
Chorley, St. Peter's (Eaves Lane) - N.S.		94 0 0	1842					
Chorlton-cum-Hardy - N.S.	5	150 0 0	1846	4 6 4½	16 5 0	-	2 10 0	13 18 7
Church Coniston - Ch. of E.	6	-	-	6 13 4½	15 11 8	-	30 5 0	10 10 0
Churchtown and Crossens - N.S.		*108 0 0	1838					
Churchtown - B.S.		*35 0 0	1837					
Clayton-le-Moors - N.S.	7	118 0 0	1842	10 4 2½	16 13 4	-	-	12 10 0
" " " "		343 19 10	1837					
" " " "		90 0 0	1837					
Clayton-le-Woods - N.S.		40 0 0	1846	1 0 11				
Clitheroe - R.C.		-	-	10 1 3				
Clitheroe, Parish - N.S.	6	*300 0 0	1840	-	-	-	18 6 8	
Clitheroe, St. James' - N.S.		150 0 0	1841					
" " " "		160 0 0	1843					
Cockerbrook - B.S.		*50 0 0	1838					
Coldhurst - Ch. S.		554 2 0	1837					
Collyhurst - N.S.		438 0 0	1851	2 0 0				
" " " "		23 6 8	1856					
Colne - N.S.	7	500 0 0	1844	12 4 0½	45 3 4	-	849 0 10	71 3 0
Colne, Ch. Ch. - N.S.		150 0 0	1842					
Colne (Waterside) - N.S.	7	380 0 0	1848	11 0 0	32 10 0	-	84 3 4	47 1 0
Colton in Milnthorpe - N.S.	6	-	-	-	-	-	54 11 8	7 1 0
Coppull - N.S.	10	216 0 0	1847	8 8 10½	45 7 6	-	349 0 0	21 16 0
Cornholme - S.	2	-	-	-	-	-	16 5 0	8 5 0
Cottam - R.C.		-	-	2 10 0				
Covvill - W.C.	9	-	-	4 15 0½	57 18 4	-	59 10 0	33 10 0
Croft, Endowed Ch. of E.		217 0 0	1856					
Crompton, East - Ch. S.	4	750 0 0	1837					
Crompton, High - N.S.	4	284 0 0	1848	4 3 4	19 14 2	-	33 5 0	13 7 0
" " " "		48 0 0	1837	6 1 7½	25 5 0	-	70 0 0	75 1 0
Crosby, Great - N.S.		72 0 0	1842					
Crumpsall, Lower - N.S.	4	494 10 0	1851	6 13 2	30 0 0	-	36 5 0	32 10 0
Cunsough - R.C.	4	-	-	2 15 0	5 15 0	-		
Darwen (Over) - N.S.		*200 0 0	1839					
Davyhulme - Wes.	11	-	-	10 8 1	78 16 8	-	83 0 0	68 6 0
Deane (at Rum- worth) - N.S.	6	*50 0 0	1838					
" " " "		70 0 0	1852					
" " " "		20 0 0	1856					
Denton, Ch. Ch. - N.S.	2	400 0 0	1848	2 10 6½	135 17 6	-	351 8 4	50 12 0
" " " "		100 0 0	1848					

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	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Denton and Haugh- ton N.S. 3	500 0 0	1855	3 6 6	17 10 0	-	2 10 0	71 16 0	-
Didbury, Endowed N.S. 3	40 0 0	1852	9 4 6	152 0 10	-	462 10 0	-	-
Downham N.S. 7	*75 0 0	1840	2 15 4	-	-	107 3 16	-	-
Droylesden B.S. 10	-	-	16 12 8	148 15 0	150 0 0	1,182 11 8	106 2 0	-
Eagley Mills B.S. 4	-	-	7 4 3	38 8 4	-	443 10 0	117 19 0	-
Earlestown, Infant N.S. 10	614 0 0	1853	2 2 7	-	-	29 0 0	9 9 0	-
Eccles (Broomhouse Lane) N.S. 2	-	-	3 2 11	109 10 0	68 15 0	52 10 0	27 7 6	-
Eccles, St. Mary's R.C.	-	-	6 5 3	-	-	-	-	-
Eccles (Weaste Lane) N.S. 5	201 0 0	1849	3 10 0	30 5 0	-	40 0 0	24 6 0	-
Eccleston, St. Tho- mas' N.S.	305 0 0	1843	-	-	-	-	-	-
" " " " " "	20 0 0	1846	-	-	-	-	-	-
Edgworth " N.S.	*45 0 0	1836	-	-	-	-	-	-
Egerton B.S. 9	-	-	4 14 10	61 13 4	-	115 0 0	67 13 0	-
Elton, All Saints' N.S.	574 0 0	1848	2 3 4	20 0 0	-	123 0 0	24 6 0	-
Elliel N.S. 5	-	-	1 4 5	-	-	-	-	-
Elliel B.S.	-	-	-	-	-	-	-	-
Euxton N.S.	*126 0 0	1837	-	-	-	-	-	-
Euxton, St. Mary's R.C. 4	-	-	6 1 6	6 13 4	-	73 14 2	59 6 0	-
Everton, Ch. Ch. N.S. 10	-	-	7 7 6	141 10 0	-	718 7 6	80 10 0	-
Everton, St. Chry- sostom's (Mill Street) N.S. 10	100 0 0	1843	29 1 6	247 7 6	-	1,046 0 10	81 4 0	-
" " " " " "	77 0 0	1855	-	-	-	-	-	-
" " " " " "	461 19 8	1857	-	-	-	-	-	-
Everton, St. Peter's N.S. 9	1,650 0 0	1837	29 9 1	103 3 4	-	401 5 0	61 14 0	-
Everton and Kirk- dale N.S. 10	-	-	26 16 3	207 0 0	-	664 11 8	26 12 0	-
Exwood Bridge N.S.	*70 0 0	1839	-	-	-	-	-	-
Falsworth N.S. 3	*270 0 0	1837	6 14 8	67 18 4	70 16 8	606 16 8	106 16 0	-
" " " " " "	7 4 0	1851	-	-	-	-	-	-
" " " " " "	8 5 0	1854	-	-	-	-	-	-
" " " " " "	6 16 0	1857	-	-	-	-	-	-
Fairfield, Moravian S. 3	-	-	-	50 0 0	-	100 10 0	38 6 0	-
Farnworth, St. John's (near Bolton) N.S. 5	*250 0 0	1836	2 9 9	122 16 8	-	516 15 0	52 8 0	-
" " " " " "	105 0 0	1843	-	-	-	-	-	-
" " " " " "	100 0 0	1849	-	-	-	-	-	-
" " " " " "	20 0 0	1855	-	-	-	-	-	-
" " " " " "	45 0 0	1857	-	-	-	-	-	-
Farnworth (near Warrington) N.S. 10	125 0 0	1845	5 19 3	80 13 4	-	363 15 0	55 4 0	-
" " " " " "	10 0 0	1845	-	-	-	-	-	-
" " " " " "	35 0 0	1846	-	-	-	-	-	-
" " " " " "	34 0 0	1856	-	-	-	-	-	-
Farnworth " Wes. 4	-	-	10 8 5	53 12 6	-	146 10 0	45 0 0	-
Far Savory and Hawkshead N.S.	*60 0 0	1835	-	-	-	-	-	-
Fence N.S. 7	182 0 0	1840	2 5 1	-	-	-	11 5 0	-
" " " " " "	48 0 0	1856	-	-	-	-	-	-
Fernyhalgh B.C. 4	-	-	3 1 8	-	-	77 10 0	26 15 0	-
Fleetwood B.C. 4	-	-	1 13 4	2 10 0	-	7 5 0	44 6 6	-
Fleetwood, Testi- monial N.S. 5	236 0 0	1847	13 0 0	151 5 0	-	719 0 10	114 0 0	-
Flixton " Par. 5	-	-	-	20 0 0	-	-	9 10 0	-
Foulridge N.S.	270 0 0	1855	3 10 7	-	-	-	-	-
Freckleton N.S.	63 0 0	1840	-	-	-	-	-	-
Fulledge, School of Hope B.S.	-	-	3 6 6	-	-	-	-	-
Garstang N.S. 1	104 0 0	1845	-	21 10 0	-	-	-	-
Garstang R.C. 3	432 0 0	1853	8 12 5	25 0 0	-	307 10 0	38 7 0	-
Gillmoss, St. Swi- thin's R.C. 1	-	-	4 8 0	37 10 0	-	31 13 4	43 0 0	-
Glasson " Ch. of E. 6	-	-	2 16 5	6 5 0	-	-	8 4 0	-
Godwick, Ch. Ch. N.S.	550 0 0	1856	-	-	-	-	-	-
Golbourne " Ch. of E. 6	-	-	5 9 2	36 15 0	-	114 3 4	55 9 0	-
Goodsbaw Booth N.S.	*234 0 0	1833	-	-	-	-	-	-

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	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Goodshaw and Loveclough - N.S. 5	117 0 0	1847	4 1 8	20 0 0	-	-	17 11 0	
Gorton - N.S.	*142 0 0	1859						
Habergham, All Saints' - N.S. 3	223 0 0	1851	26 9 6	304 15 0	159 7 6	1135 13 4	204 4 0	
Habergham Eaves - N.S. 7	200 0 0	1841	18 5 4	113 17 6	-	762 1 8	83 8 0	
" " " - N.S.	70 0 0	1844						
" " " - N.S.	64 9 0	1855						
Haigh - N.S. 11	-	-	-	29 0 0	-	29 0 0	27 17 0	
Malewood - N.S. 11	90 0 0	1848	-	51 10 0	-	-	29 19 0	
" " " - N.S.	22 0 0	1855						
Hallwell, Dean Mills - B.S. 4	-	-	3 10 6	61 6 8	-	553 5 0	150 1 0	
Hallwell, Jubilee S. - 6	-	-	-	-	-	-	13 3 0	
Hallwell, St. Paul's - N.S. 6	-	-	6 1 0	44 8 4	-	92 12 6	71 16 0	
Halsall - N.S. 4	-	-	3 16 0	102 8 4	-	348 0 0	27 3 0	
Haltom - N.S. 6	-	-	1 0 5	17 10 0	-	158 0 10	7 1 0	
Hambleton - N.S.	*40 0 0	1836	-	-	-	-	-	
Hamer, St. John's - N.S. 5	-	-	7 7 0	15 0 0	-	5 0 0	40 12 0	
Hardfield - N.S. 3	220 0 0	1841	8 6 7	-	-	-	19 6 0	
Harpurhey - N.S. 3	-	-	14 6 9	126 8 4	-	477 19 2	53 17 0	
Harwood, Great - N.S. 11	*123 0 0	1838	10 9 7	92 10 0	-	59 5 0	51 15 0	
" " " - N.S.	14 13 4	1856	-	-	-	-	-	
" " " - N.S.	125 0 0	1857	-	-	-	-	-	
" " " Night - N.S. 11	-	-	-	-	-	20 0 0	-	
Harwood, Great, St. Hubert's - R.C. 4	-	-	-	17 13 4	-	-	7 6 8	
Harwood, Ch. Ch. - N.S. 7	36 0 0	1856	-	17 10 0	-	48 15 0	15 1 0	
" " " - N.S.	140 0 0	1856	-	-	-	-	-	
Haslingden - N.S.	313 2 6	1854	-	-	-	-	-	
Haslingden, The Grange - N.S. 5	*120 0 0	1837	5 17 9	20 0 0	-	20 0 0	34 2 0	
Haslingden - Wes. 2	-	-	-	16 5 0	-	1 5 0	20 15 0	
Hawkshead - N.S. 6	-	-	3 10 10	48 2 6	-	62 10 0	34 9 0	
Hawshaw Lane - N.S.	-	-	1 0 0	-	-	-	-	
Haydock - N.S.	*120 0 0	1839	1 18 7	-	-	-	-	
Healey - N.S. 4	315 0 0	1853	8 6 8	48 15 0	-	89 10 0	96 3 0	
" " " - N.S.	30 0 0	1857	-	-	-	-	-	
" " " - N.S.	20 0 0	1858	-	-	-	-	-	
Heaton Mersey, St. John's - Ch. of E. 7	747 0 0	1858	6 7 5	-	-	-	-	
Heaton, Norris, Ch. Ch. - N.S.	-	-	3 2 11	-	-	-	-	
Helen's, Saint, (Cow- ley's Charity) - B.S.	265 0 0	1847	-	-	-	-	-	
Helen's, Saint, St. Joseph's - R.C.	740 0 0	1857	7 19 2	-	-	-	-	
Helen's, Saint (Lowe House) - R.C. 5	-	-	22 10 0	82 3 4	-	501 8 4	66 8 0	
Helen's, Saint (Moro- flat) - N.S. 2	-	-	8 12 3	121 3 4	-	307 10 0	64 19 0	
" " " - N.S.	-	-	46 13 4	-	-	-	-	
Helen's, Saint (Parr Mount) - N.S. 2	133 13 4	1854	-	-	-	2 10 0	-	
Helen's, Saint - Wes. 5	500 0 0	1855	16 5 1	81 11 8	-	144 5 0	20 4 0	
Hey Houses and Sabden - N.S.	*75 0 0	1841	-	-	-	-	-	
Heywood, St. James' - N.S. 3	*360 0 0	1838	6 16 10	101 13 4	43 15 0	397 13 4	72 11 0	
" " " - N.S.	15 0 0	1854	-	-	-	-	-	
" " " - N.S.	3 15 0	1854	-	-	-	-	-	
" " " - N.S.	18 11 0	1857	-	-	-	-	-	
Heywood, St. James' (Heady Hill) - N.S. 3	180 0 0	1843	11 17 8	7 10 0	-	4 16 8	19 2 0	
" " " - N.S.	50 0 0	1849	-	-	-	-	-	
Heywood, Mechanics' Institute - 4	-	-	1 10 0	16 10 0	-	-	2 14 0	
Heywood, New Je- rusalem Factory B.S. 3	-	-	8 3 4	41 5 0	32 1 8	87 19 0	43 14 0	

& Scientific apparatus.

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	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Heywood, St. Luke's (York Street) - N.S. 3	*78 0 0	1836	15 14 8	232 6 8	230 0 0	1062 16 8	14 1 0	
" " " " - N.S. 3	28 0 0	1842						
" " " " - N.S. 3	14 0 0	1850						
" " " " - N.S. 3	25 0 0	1851						
" " " " Evening	-	-	4 11 8					
Heywood, Queen St. Wes. 3	-	-	2 0 7	27 10 0	20 16 8	91 18 4	5 5 0	
Higham - N.S. 3	*50 0 0	1838	0 11 5					
Hindley - Ch.S. 1	-	-	4 9 2	91 10 0	22 18 4	15 0 0	40 14 0	
Hippings - Wes. 4	-	-	7 14 2	77 5 0	-	75 0 0	52 11 0	
Hodderden - N.S. 11	171 0 0	1838	7 9 10	27 10 0	-	66 10 0	28 1 0	
Holden Fold - N.S. 7	32 0 0	1855	1 14 3	7 10 0	-			
Hollingwood - N.S. 3	*180 0 0	1838	-	7 10 0	-	11 6 8	7 5 6	
" " " " - N.S. 3	22 8 0	1858	-	-	-			
" " " " Night	-	-	-	-	-	10 0 0		
Hoole - N.S. 3	200 0 0	1851	1 10 1		-			
Hornby - N.S. 3	-	-	1 13 4		-			
Houghton, West - N.S. 3	43 0 0	1841	-		-			
Hulme, Holy Tri- nity - N.S. 2	*208 0 0	1840	25 1 8	197 6 8	72 18 4	769 8 4	18 19 0	
Hulme, St. George's N.S. 2	-	-	-	30 16 8	-	668 1 8	5 5 0	
Hulme, St. John's - N.S. 2	902 0 0	1857	10 12 9	29 0 0	25 0 0	121 6 8	8 19 0	
Hulme, St. Mark's Ch.S. 4	428 2 8	1856	-	139 5 0	-	331 0 0	31 10 0	
Hulme, Wilmot Street	-	-	-	-	-	-	-	
" " " " Free S. 2	-	-	5 0 0	45 7 6	45 0 0	80 11 8		
Hurst - N.S. 4	384 0 0	1849	2 9 8	3 15 0	-		21 1 0	
Hurst - B.S. 3	-	-	12 11 3	142 16 8	30 0 0	630 13 4	119 6 4	
Hurst Green - N.S. 3	60 0 0	1843	2 3 0	-	-			
Hurst Green - R.C. 3	-	-	10 7 5	25 16 8	-	352 2 6	13 17 0	
Ince, St. Catherine's N.S. 12	419 12 6	1851	8 9 9	26 13 4	-	138 0 0	31 15 0	
Ince Blundell - R.C. 2	-	-	3 14 10	-	-	126 16 8	1 3 0	
Inskip - N.S. 5	80 0 0	1848	4 12 8	-	-	177 18 4	7 0 0	
" " " " - N.S. 5	8 0 0	1848	-	-	-			
Irlams o'the Height - B.S. 10	-	-	5 3 1	125 15 0	-	230 0 0	35 6 0	
Irwell or Bury (Pool Street) - N.S. 3	*225 0 0	1837	4 0 4	96 6 8	-	376 13 4	31 10 0	
" " " " - N.S. 3	75 0 0	1848	-	-	-			
" " " " - N.S. 3	3 3 0	1848	-	-	-			
Kersall, St. Paul's, N.S. 3	-	-	-	91 13 4	-	105 6 8	19 15 0	
Kirkby - N.S. 8	-	-	2 13 2	72 11 8	-	171 0 0	19 8 0	
Kirkdale, St. Mary's N.S. 10	150 0 0	1845	4 8 8	45 0 0	-		5 2 0	
Kirkdale Indust. - P.U. 11	-	-	-	-	-	695 10 10		
Kirkham - N.S. 4	-	-	5 1 5	36 5 0	-	243 10 0	60 7 0	
Kirkham, The Wil- lows - R.C. 5	-	-	3 13 4	3 6 8	-	5 0 0		
Knotty Ash - Par. 9	-	-	1 8 2	35 0 0	-	48 6 8	17 2 0	
Knowsley - N.S. 6	-	-	-	179 9 2	-	99 3 4	33 0 0	
Lancashire (East) Union of Institutes for Even- ing Classes, comprising Burnley, Crawshaw, Booth, Haslingden, Nelson, Padiham, and Rawtenstall	-	-	24 19 0		-			
Lancaster, St. Ann's, Infants - N.S. 6	*150 0 0	1835	1 6 9	4 3 4	-	6 5 0		
Lancaster - B.S. 4	11 11 11	1854	9 15 11	25 0 0	-	695 19 2	23 10 0	
" " " " - N.S. 5	10 0 0	1855	15 12 8	120 0 0	60 0 0	1,219 6 8	125 0 0	
Lancaster, Parish, Boys - N.S. 5	140 0 0	1856	5 7 8	32 10 0	-	148 16 8	29 3 0	
Lancaster, Girls and Infants - N.S. 5	-	-	11 19 6	132 16 8	0 16 8	492 11 8	43 4 0	
Lancaster - R.C. 3	-	-	-	-	-			
Lancaster, St. Thomas' N.S. 5	800 0 0	1847	8 9 11	122 13 4	-	422 8 4	26 13 0	
" " " " - N.S. 5	4 5 0	1848	-	-	-			
" " " " - N.S. 5	66 18 4	1853	-	-	-			
Lathom, St. James' N.S. 5	290 0 0	1854	4 18 7	33 0 0	-	20 0 0	9 17 0	

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	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Lea - R.C.	-	-	1 0 10	-	-	-	-	-
Lees Zion, Methodist New Connexion Day School - 3	-	-	22 9 4	47 10 0	80 16 8	1,035 1 8	52 16 0	-
Leigh - Wes. 9	-	-	4 4 11	54 15 0	-	168 2 6	2 9 0	-
Leigh - N.S. 3	325 0 0	1841	5 16 5	70 0 0	-	161 11 8	-	-
Leigh, Lately Common - N.S.	45 0 0	1841	-	-	-	-	-	-
Lever (Little) - N.S.	200 0 0	1854	-	-	-	-	-	-
Levenshulme - N.S. 1	494 0 0	1856	6 0 0	6 17 6	-	30 0 0	11 7 0	-
Leyland, - N.S. 3	*232 0 0	1839	1 18 8	50 0 0	-	204 1 8	54 19 0	-
" - " - N.S.	70 0 0	1845	-	-	-	-	-	-
Lindale (in Cartmel) - N.S.	*50 0 0	1838	-	-	-	-	-	-
Lindale (in Marton) - N.S.	-	-	4 6 8	-	-	-	-	-
Litherland - B.C. 1	-	-	4 12 0	85 10 0	-	213 15 0	54 15 6	-
Littleborough - N.S.	170 0 0	1846	-	-	-	-	-	-
Liverpool, the Akbar Float Frigate Reformatory School - 10	-	-	4 3 4	-	-	-	-	678 14 02
Liverpool, All Saints' - N.S. 9	854 0 0	1854	10 5 5	118 9 2	-	319 1 8	48 0 0	-
Liverpool, Cranmer Wes. 11	-	-	25 0 0	91 6 8	16 13 4	161 3 4	66 7 0	-
Liverpool, St. Andrew's - N.S. 9	-	-	8 10 7	130 19 2	-	525 17 6	37 8 0	-
Liverpool, Edge Hill Reformatory - 2	-	-	-	-	-	-	-	158 18 02
Liverpool, Everton Crescent, Industrial - 1	-	-	-	-	-	-	-	998 17 42
Liverpool, St. Ann's (Edge Hill) - B.C. 1	700 0 0	1852	10 8 5	82 11 8	-	33 12 0	542 8 4	-
" - " - B.C.	126 15 5	1853	-	-	-	-	-	-
Liverpool, St. Anthony's - B.C. 1	-	-	15 10 5	10 0 0	-	1,540 8 4	63 3 0	-
Liverpool, St. Augustine's - B.C. 2	-	-	21 3 8	-	-	-	6 15 0	-
Liverpool, St. Augustine's - N.S. 10	*300 0 0	1835	23 1 2	229 0 0	146 5 0	1,379 0 10	50 8 0	-
" - " - N.S.	951 15 0	1853	-	-	-	-	-	-
Liverpool, St. Barnabas' - N.S. 10	731 0 0	1845	13 1 8	210 4 2	-	864 5 0	85 17 0	-
" - " - N.S.	20 0 0	1848	-	-	-	-	-	-
" - " - N.S.	80 1 0	1857	-	-	-	-	-	-
Liverpool, St. Bartholomew's (Naylor Street), - N.S. 10	828 0 0	1843	11 18 7	146 11 8	25 0 0	1,173 5 0	25 3 0	-
" - " - N.S.	6 0 0	1849	-	-	-	-	-	-
" - " - N.S.	23 0 0	1854	-	-	-	-	-	-
" - " - N.S.	56 10 0	1859	-	-	-	-	-	-
Liverpool, St. Bride's - N.S. 9	*625 0 0	1837	21 14 10	140 5 0	-	941 0 0	63 8 0	-
Liverpool, St. Catherine's - N.S. 9	*200 0 0	1837	-	58 6 8	-	15 0 0	17 14 0	-
Liverpool, Ch. Ch. - N.S. 10	*337 0 0	1839	28 15 9	320 7 6	-	2,475 1 8	75 12 0	-
" - " - N.S.	17 6 8	1852	-	-	-	-	-	-
Liverpool, St. Elizabeth's Reformatory - B.C. 2	-	-	-	-	-	-	-	238 6 02
Liverpool, St. Francis Xavier's - B.C. 1	800 0 0	1854	42 0 0	64 10 0	20 16 8	449 2 6	82 12 0	-
" - " - B.C.	428 0 0	1853	-	-	-	-	-	-
Liverpool, Hackin's Hey - B.S. 11	-	-	7 2 10	-	-	75 0 0	-	-
Liverpool, Harrington - B.S. 11	-	-	22 11 2	316 0 10	30 0 0	2,269 13 4	122 17 0	-
Liverpool, St. Helen's - B.C. 1	-	-	-	-	-	475 17 6	-	-
Liverpool, Hibernian - B.S. 11	208 0 0	1852	18 18 4	235 6 8	73 6 8	1,541 14 7	48 13 0	-
" - " - B.S.	150 0 0	1853	-	-	-	-	-	-

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Liverpool, Holy Cross R.C. 2	1,200 0 0	1855	15 12 54	75 13 4	-	615 1 8	67 6 0	
" " " Night S. 2	-	-	26 13 4	-	-	78 0 0	-	
Liverpool, " Hope Street B.S. 12	-	-	31 13 7½	178 17 6	55 0 0	1,061 8 4	37 17 0	
Liverpool, Ragged Industrial - 11	-	-	-	-	-	-	-	12001802
Liverpool, St. James' (Toxteth Park) - N.S. 9	250 0 0	1849	15 3 11½	241 10 0	119 3 4	1,034 18 4	86 0 0	
" " " " " " " "	89 13 4	1853	-	-	-	-	-	
" " " " " " " "	25 0 0	1856	-	-	-	-	-	
Liverpool, St. John's (Toxteth Park) - N.S. 1	450 0 0	1838	-	-	-	-	-	
Liverpool, St. John's N.S. 11	312 10 0	1851	4 11 6½	43 6 8	37 10 0	236 12 6	19 6 0	
" " " " " " " "	40 0 0	1855	-	-	-	-	-	
Liverpool, Jordan Street - Wes. 11	-	-	20 12 31	194 1 8	-	1,058 0 0	13 16 0	
Liverpool, Mount Vernon Green, Girls' Reformatory - 1	-	-	-	-	-	-	-	40 1 12
Liverpool, Mount Pleasant - B.S. 11	-	-	4 16 8	65 11 8	-	77 3 4	18 0 0	
Liverpool, Practising R.C. 1	-	-	-	6 13 4	-	-	-	
Liverpool, St. Jude's (Edge Hill) - N.S. 10	-	-	22 9 13	94 2 6	-	663 0 0	27 13 0	
Liverpool, St. Luke's N.S. 9	190 0 0	1838	6 1 8½	277 18 4	-	842 7 6	29 9 0	
" " " " " " " "	12 12 0	1854	-	-	-	-	-	
" " " " " " " "	12 4 0	1855	-	-	-	-	-	
Liverpool, St. Mark's N.S. 10	800 0 0	1855	17 5 4½	325 5 10	-	978 15 0	71 13 0	
Liverpool, St. Martin's N.S. 10	650 0 0	1845	5 17 0½	176 1 8	-	660 5 0	17 19 0	
Liverpool, St. Mary's (Bay Street) - R.C. 2	1,017 0 0	1868	28 17 0½	84 3 4	-	1,399 6 8	95 7 0	
Liverpool, St. Mary's (Edge Hill) - Ch. of E. 10	1,500 0 0	1853	23 4 7½	231 8 4	35 4 2	1,109 17 6	61 5 0	
Liverpool, Moorfields, Old Church Charity N.S. 9	-	-	12 14 9	141 5 0	-	429 17 6	19 2 0	
Liverpool, St. Nicholas' R.C. 1	-	-	26 1 0½	17 0 0	-	1,338 9 2	83 1 0	
Liverpool, North (Bond Street) - N.S. 10	92 6 8	1853	10 3 7½	162 5 0	148 6 8	1,996 5 10	92 12 0	
Liverpool, St. Oswald's R.C. 1	-	-	14 0 5½	43 10 0	-	424 3 4	25 9 0	
Liverpool, St. Paul's (Prince's Park) - N.S. 10	-	-	-	215 2 6	-	595 10 0	51 10 0	
Liverpool, St. Paul's (Toxteth Park) - N.S. 1	600 0 0	1856	16 11 2½	-	-	-	-	
Liverpool, St. Peter's R.C. 1	-	-	15 6 3½	21 0 0	-	528 3 4	-	
Liverpool (Prescot Street) Brunswick Wes. 11	-	-	4 17 4½	23 6 8	-	192 15 0	4 5 0	
Liverpool, Prince Edwin Street - B.S. 11	-	-	6 16 1	92 1 8	-	74 5 0	22 5 0	
Liverpool, St. Saviour's N.S. 11	2,179 0 0	1858	18 11 4	47 11 8	-	130 10 0	13 4 0	
Liverpool, St. Simon's N.S. 1	700 0 0	1857	4 1 9½	-	-	-	-	
Liverpool, South (Cornwallis Street) N.S. 9	9 10 8	1857	21 10 2	258 8 4	81 13 4	1,258 15 0	70 5 0	
" " " " " " " "	3 12 8	1857	-	-	-	-	-	
" " " " " " " "	29 0 0	1857	-	-	-	-	-	
Liverpool, St. Thomas' (Frederick Street) N.S. 1	-	-	7 1 8½	27 10 0	-	29 11 8	11 14 0	
Liverpool, St. Thomas' (Toxteth Park), N.S. 9	615 0 0	1846	25 3 5½	224 8 4	70 0 0	1,554 1 8	128 9 0	
" " " " " " " "	322 0 0	1855	-	-	-	-	-	

a Scientific apparatus.

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensioners.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Manchester, St. Chad's (Cheetham Hill) - R.C. 12	620 0 9	1852	13 8 4	120 5 0	-	501 15 0	47 5 0	
Manchester "Night " 12	-	-	-	-	-	5 0 0	-	
Manchester (Cheetham Hill) - Wes. 10	-	-	7 1 10 ^a	105 0 0	-	600 1 8	47 12 0	
Manchester (Cheetham Hill Road) Jews' Sch. 3	-	-	8 1 8 ^a	90 0 10	-	159 15 0	16 8 0	
Manchester, Church Teachers' Institution	-	-	2 5 10 ^a	-	-	-	-	
Manchester (Collegiate District) - N.S.	*400 0 0	1836	-	-	-	-	-	
Manchester (Granby Row) - N.S. 1	200 0 0	1845	8 6 8 ^a	104 0 0	-	273 12 6	-	
Manchester, Chorlton-upon-Medlock, Grosvenor Square, Pres- byterian School - 9	221 0 0	1854	20 0 6 ^a	103 10 0	-	313 10 0	53 7 0	
Manchester, St. James' - N.S. 2	700 0 0	1846	10 15 0 ^a	73 6 8	-	579 15 10	15 5 0	
Manchester, St. John's - N.S. 2	66 0 0	1857	32 8 8 ^a	186 11 8	-	1,125 10 10	73 14 0	
Manchester, St. Jude's - N.S. 2	-	-	6 8 0	125 5 0	-	444 16 8	39 19 0	
Manchester (Lower Mosley Street) - B.S. 10	*420 0 0	1837	29 2 4	268 17 6	28 15 0	2,043 0 10	102 12 0	
Manchester, St. Luke's (Cheetham Hill) N.S. 3	*400 0 0	1839	-	-	-	2 10 0	-	
Manchester, St. Mark's (Cheetham Hill) - N.S. 2	215 0 0	1843	6 11 10 ^a	178 2 6	-	161 16 8	14 9 0	
Manchester "Marshall Street) - B.S. 9	30 10 0	1857	-	-	-	-	-	
Manchester, St. Mary's - R.C. 11	460 0 0	1855	25 12 7 ^a	178 0 0	255 0 0	1,955 15 0	130 14 0	
Manchester, St. Matthew's - N.S. 2	461 2 6	1855	7 9 0	73 3 4	-	178 16 8	63 1 0	
Manchester, St. Michael's - N.S. 3	418 0 0	1842	3 6 11	57 18 4	-	66 11 8	21 26 0	
" " " - N.S. 3	800 0 0	1844	2 17 7 ^a	45 0 0	-	51 6 8	9 0 0	
" " " - N.S. 3	36 0 0	1857	-	-	-	-	-	
" " " - N.S. 3	26 13 4	1853	-	-	-	-	-	
Manchester, Miles Platting (Argyle Street) - B.S. 9	-	-	16 0 11 ^a	107 10 0	-	792 0 0	24 4 0	
Manchester, New Jerusalem Church Sch. 10	-	-	39 6 0 ^a	33 15 0	-	1,428 3 4	52 16 0	
Manchester, St. Patrick's - R.C. 11	-	-	13 0 9	18 6 8	-	1,201 16 8	32 10 0	42 7 6
Manchester, St. Philip's - Ch. S. 1	764 0 0	1852	12 13 11 ^a	54 3 4	-	284 8 4	34 11 0	
" " " - N.S. 1	15 0 0	1857	-	-	-	-	-	
" " " - N.S. 1	7 13 7	1858	-	-	-	-	-	
Manchester (Rusholme Road) - Wes. 10	-	-	15 12 1 ^a	341 10 10	-	1,157 14 2	60 14 0	
Manchester, St. Saviour's (Chorlton-upon-Medlock) - N.S. 2	380 0 0	1852	15 11 8 ^a	120 5 0	-	1,257 5 0	29 11 0	
Manchester, St. Silas' - N.S. 2	75 0 0	1858	-	-	-	-	-	
Manchester, St. Thomas' (Redbank) - N.S. 2	612 0 0	1845	-	-	-	-	-	
Manchester, St. Wilfred's - B.C. 12	531 0 0	1848	12 9 4 ^a	330 5 0	-	1,130 2 6	39 15 0	
Manchester "Night Sch. - N.S. 7	250 0 0	1849	6 0 0 ^a	38 6 8	-	318 2 6	37 10 0	
Marsden, Great - N.S. 7	*100 0 0	1835	5 3 4 ^a	77 10 0	-	366 10 0	75 13 0	
Marsden, Little - N.S. 7	6 19 0	1847	2 16 8	-	-	-	-	
Mawdsley " - N.S. 7	85 0 0	1844	-	-	-	-	-	

^a Scientific apparatus.

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	Amount.	Date of Payment.						
LANCASHIRE--cont.								
Mayfield - B.S. 10			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mellor Brook - N.S.	*110 0 0	1836	16 19 7½	224 0 0	55 0 0	801 4 2	48 5 0	
Michael's, St., on Wyre - N.S. 5	- - -	-	6 13 2½	79 15 0	- - -	355 10 0	60 2 0	
Micklehead Green - B.S. 11	- - -	-	2 4 0½	23 15 0	- - -	- - -	- - -	
Middleton - N.S. 3	200 0 0	1843	10 3 10½	184 6 8	- - -	292 13 4	37 11 0	
Middleton, Infants - N.S.	- - -	-	4 3 6	- - -	- - -	- - -	- - -	
Middleton, Barrow- fields, Infants - N.S. 3	135 0 0	1843	4 0 9½	50 6 8	- - -	220 7 6	7 5 0	
Milnrow - B.S.	90 0 0	1840	- - -	- - -	- - -	- - -	- - -	
" - " - N.S. 5	8 19 8	1846	- - -	- - -	- - -	- - -	- - -	
Milnrow - " - N.S. 5	200 0 0	1841	9 17 6½	42 10 0	- - -	114 0 0	82 16 0	
" - " - " - N.S.	20 0 0	1855	- - -	- - -	- - -	- - -	- - -	
" - " - " - N.S.	350 0 0	1858	- - -	- - -	- - -	- - -	- - -	
Mossley - " - N.S.	315 0 0	1842	- - -	- - -	- - -	- - -	- - -	
" - " - " - N.S.	150 0 0	1844	- - -	- - -	- - -	- - -	- - -	
Moss Bank - " - N.S.	303 0 0	1855	- - -	- - -	- - -	- - -	- - -	
Moston - N.S.	174 0 0	1845	- - -	- - -	- - -	- - -	- - -	
Musbury (Hollin Bank) - " - N.S. 5	- - -	-	7 19 4	5 0 0	- - -	- - -	53 1 0	
Newbarns - " - N.S.	- - -	-	1 12 9	- - -	- - -	- - -	- - -	
Newburgh (Ormskirk) S.	5 - - -	-	- - -	- - -	- - -	20 0 0	6 6 0	
Newchurch Mechanics' Institute - Day Sch. 9	- - -	-	4 0 0	- - -	- - -	- - -	19 11 0	
Newton Heath, All Saints' (No. 1) - N.S. 4	907 13 4	1854	4 0 0½	18 15 0	- - -	200 15 0	23 8 0	
" - " - N.S.	6 0 0	1856	- - -	- - -	- - -	- - -	- - -	
Newton Heath, All Saints' (No. 2) - N.S.	240 0 0	1845	- - -	- - -	- - -	- - -	- - -	
" - " - N.S.	14 6 8	1854	- - -	- - -	- - -	- - -	- - -	
Oakenrod, Factory and Evening School - " -	- - -	-	5 10 1	- - -	- - -	- - -	- - -	
Oldham - B.S.	*254 0 0	1834	- - -	- - -	- - -	- - -	- - -	
Oldham (St. Domingo Street) - Wes. 9	- - -	-	14 0 6½	144 3 4	- - -	894 14 2	98 3 0	
Oldham, St. Mary's N.S.	1,000 0 0	1844	- - -	- - -	- - -	- - -	- - -	
Oldham, St. James', (Greenacres Moor) N.S.	*165 0 0	1857	2 14 5½	- - -	- - -	- - -	- - -	
Oldham, St. Peter's N.S. 4	*588 0 0	1836	10 13 0	- - -	- - -	141 5 0	55 16 0	
" - " - N.S. 4	650 0 0	1844	- - -	- - -	- - -	- - -	- - -	
Openshaw - " - N.S. 4	138 10 0	1854	7 19 3½	76 17 6	8 6 8	168 15 0	59 5 0	
" - " - N.S.	2 16 4	1857	- - -	- - -	- - -	- - -	- - -	
Orford, Endowed Sch. - N.S. 3	12 0 0	1858	- - -	36 10 0	- - -	51 16 8	- - -	
Ormskirk - " - N.S. 5	292 3 4	1854	9 6 10½	173 5 0	- - -	819 10 0	45 1 0	
Ormskirk, United Charity School - " -	500 0 0	1856	- - -	- - -	- - -	- - -	- - -	
Orrell - " - R.C.	- - -	-	2 0 0	- - -	- - -	- - -	- - -	
Oswaldtwistle (Cabin End) - N.S. 7	*120 0 0	1837	3 11 6	15 0 0	- - -	157 13 10	- - -	
Oswaldtwistle, Daisey Green - N.S.	*96 0 0	1839	- - -	- - -	- - -	- - -	- - -	
Oswaldtwistle, New Lane - N.S. 7	- - -	-	4 11 10½	22 10 0	- - -	114 10 0	23 5 0	
Paddington, St. Paul's, N.S. 1	800 0 0	1836	7 4 2	52 10 0	- - -	117 10 10	52 10 0	
" - " - N.S.	148 0 0	1857	- - -	- - -	- - -	- - -	- - -	
Paddington, St. Paul's, 2nd Infant - N.S.	- - -	-	2 0 0	- - -	- - -	- - -	- - -	
Padgate - " - N.S.	150 0 0	1844	- - -	- - -	- - -	- - -	- - -	
Padham - Ch. of E.	465 0 0	1853	- - -	- - -	- - -	- - -	- - -	
Padham - B.S. 4	- - -	-	3 0 5	30 0 0	- - -	51 10 0	52 6 0	
Padham - Wes. 5	- - -	-	1 0 2	5 0 0	- - -	98 13 4	46 17 0	
Parr, St. Peter's - N.S. 1	300 0 0	1844	- - -	43 15 0	- - -	27 10 0	34 16 0	
" - " - N.S.	50 0 0	1844	- - -	- - -	- - -	- - -	- - -	
" - " - N.S.	36 16 8	1854	- - -	- - -	- - -	- - -	- - -	
Patricroft (Mechanics' Institute) - B.S. 10	300 0 0	1849	12 17 5½	217 10 0	- - -	647 1 8	93 18 0	
" - " - B.S.	26 2 8	1849	- - -	- - -	- - -	- - -	- - -	

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teachers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Patricroft, Holy Cross - R.C.	-	-	3 7 8	-	-	-	-	-
Peasley - Infant Ch.S.	90 0 0	1854	-	-	-	-	-	-
" -	81 0 0	1856	-	-	-	-	-	-
Pemberton, Lamberhead Green - N.S.	136 0 0	1842	-	-	-	-	-	-
Pemberton, Goose Green - N.S.	*30 0 0	1838	-	-	-	-	-	-
Pendlebury, St. John's - N.S. 3	270 0 0	1846	4 13 7½	112 10 0	40 0 0	525 5 0	88 18 0	0
Pendleton, St. Thomas' - N.S. 3	*60 0 0	1837	7 17 0	187 10 0	-	318 5 0	38 18 0	0
Penketh "Day Star" S. 9	-	-	-	6 23 4	-	-	5 19 0	0
Penybridge - N.S.	*70 0 0	1838	-	-	-	-	-	-
Pilkington, Park Lane - B.S. 4	-	-	6 15 0½	29 3 4	-	758 0 0	-	-
Pilling - N.S.	483 0 0	1857	2 10 0½	-	-	-	-	-
Poulton-le-Sands - N.S. 5	740 0 0	1856	7 14 1½	-	-	71 0 0	39 5 0	0
Prescot, St. Mary's - R.C.	-	-	5 16 8	-	-	-	-	-
Preston, All Saints' - N.S. 12	466 5 0	1854	11 16 10½	46 13 4	-	89 10 0	16 4 0	0
" - Night - N.S. 12	-	-	-	-	-	7 12 0	-	-
Preston, Central - N.S. 11	-	-	17 8 3½	175 10 0	-	890 15 0	33 12 0	0
Preston, Ch. Ch. - N.S. 11	*105 0 0	1835	13 14 0½	155 7 6	-	918 8 4	71 11 0	0
" -	1142 0 0	1858	-	-	-	-	-	-
Preston, Croft Street " - Wes. 9	-	-	15 18 7½	77 18 4	-	272 5 0	46 2 0	0
Preston, Holy Trinity - N.S. 12	605 0 0	1845	16 19 4½	55 8 4	-	147 13 4	39 16 0	0
" -	35 6 8	1849	-	-	-	-	-	-
" -	17 6 8	1857	-	-	-	-	-	-
Preston, St. August- ine's - R.C. 4	-	-	9 11 1½	67 10 0	40 0 0	742 6 8	30 5 0	0
Preston, St. Ignatius' - R.C. 4	-	-	12 4 7½	10 0 0	-	1155 0 0	40 16 0	0
" - Night S. 4	-	-	-	-	-	37 17 6	-	-
Preston, St. James' - N.S. 11	499 0 0	1850	9 7 0½	80 0 0	-	297 6 8	37 1 0	0
" -	12 0 0	1855	-	-	-	-	-	-
Preston, St. Mary's - N.S. 12	*250 0 0	1838	12 11 8½	63 15 0	-	446 6 8	43 17 0	0
" -	154 0 0	1847	-	-	-	-	-	-
" -	90 0 0	1856	-	-	-	-	-	-
Preston, St. Paul's - N.S. 12	83 9 2	1855	44 5 3½	320 11 8	-	1,923 5 0	93 4 0	0
" -	34 0 0	1857	-	-	-	-	-	-
" - Night School 12	-	-	-	-	-	6 3 4	-	-
Preston, St. Paul's, In- fant (Deepdale Mill Street) - N.S. 12	184 0 0	1854	2 16 10	9 3 4	-	40 15 10	6 0 0	0
" -	3 13 8	1856	-	-	-	-	-	-
" -	244 0 0	1856	-	-	-	-	-	-
Preston, St. Peter's, Girls and Infants N.S. 12	222 0 0	1856	6 1 10½	76 18 4	-	361 10 0	33 18 0	0
Preston, St. Peter's, Boys - N.S. 12	-	-	10 7 1	69 0 0	-	187 10 0	49 15 0	0
Preston, The Talbot - R.C. 3	-	-	22 6 11	114 11 8	-	349 0 0	38 19 0	0
" - Night S. 3	-	-	-	-	-	32 19 10	-	-
Preston, St. Thomas' Infants - N.S. 12	-	-	-	10 13 4	-	-	3 1 0	0
Preston, St. Thomas' - N.S. 12	250 0 0	1841	8 15 7	51 19 2	-	240 11 8	60 0 0	0
" -	166 0 0	1848	-	-	-	-	-	-
" -	47 0 0	1855	-	-	-	-	-	-
" -	20 0 0	1856	-	-	-	-	-	-
" - Night S. 12	-	-	-	-	-	18 8 0	-	-
Boys - " - 12	-	-	-	-	-	6 0 0	-	-
Preston (Upper Walker Street) - R.C. 4	320 0 0	1853	8 16 0½	118 5 0	86 5 0	437 15 0	48 15 0	0
Preston, St. Wilfred's (Fox Street) - R.C. 4	80 0 0	1855	16 14 10½	80 15 10	-	901 18 4	33 2 0	0
" - Night S. 4	-	-	-	-	-	11 0 0	-	-
Prestwich - N.S. 4	-	-	3 1 10	107 15 0	-	147 10 0	23 12 0	0

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	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Prestwich, Rooden Lane - - - B.S. 3	250 0 0	1854	5 12 0 ²	156 0 0	-	273 14 2	64 9 0	
Quernmore - - - N.S. 6	*35 0 0	1838	5 10 4	50 17 6	-	175 3 4	33 5 0	13 5 0
- - - 92 5 0	-	1852						
Radcliffe - - - N.S. 4	*405 0 0	1839						
Radcliffe Close - Wes. 4	130 0 0	1853	8 19 7 ²	79 10 0	-	411 10 0	52 18 0	
Radcliffe Hall - N.S. 5	-	-	-	125 0 0	-	-	19 4 0	
Radcliffe Institution B.S. 3	-	-	-	34 5 0	-	179 3 4	31 4 0	
Radcliffe, Bank Top Ch. of E. 450 0 0	-	1858						
Rainford (at Crank Hill) - - - N.S. 117 0 0	-	1852						
Rainford, Parish - N.S. 11	149 5 0	1850	3 13 3 ⁴	31 17 6	-			
" - - - 30 0 0	-	1850						
" - - - 30 0 0	-	1852						
Rainhill - - - N.S. 9	100 0 0	1841	1 1 8 ⁴	146 2 6	-	160 12 6	62 5 0	
- - - 75 0 0	-	1849						
Rainhill - - - R.C. 5	-	-	6 19 3	170 0 0	-	52-10 0	27 7 4	
Ravenhead (Plate Glass Company's) B.S. 4	-	-	6 19 0 ²	123 15 0	-	605 6 8	72 3 0	
Rawcliffe Hall - N.S. 5	-	-	-	-	-	92 10 0		
Rawtenstall - N.S. 4	*200 0 0	1839	-	48 15 0	-	238 15 0	72 3 0	
Rawtenstall - Wes. 2	-	-	10 8 4	25 0 0	-	4 16 8	12 10 0	
Rawtenstall, Holy Mount - B.S. 2	-	-	4 19 10	48 6 8	-	111 11 8	41 6 0	
Read (in Whalley) N.S. 4	*60 0 0	1838	1 0 1	-	-	-	-	
Rhodes - - - Ch.S. 4	390 10 8	1856	2 3 4	61 13 4	-	3 15 0	18 9 0	
Rishton - - - R.C. 4	-	-	-	-	-	-	7 4 0	
Risley - - - Pres. S. 10	105 0 0	1852	4 4 7	56 7 6	-	-	9 7 0	
- - - 43 0 0	-	1856						
Rochdale, National School (St. Mary's District) - - - 3	-	-	2 14 3	-	-	-	20 5 0	
Rochdale, Parish Church School - - - 3	190 0 0	1844	5 9 4 ²	169 10 0	85 0 0	1,032 13 4	124 10 0	
- - - 50 0 0	-	1845						
- - - 38 0 0	-	1854						
Rochdale, St. Chad's - - - N.S. 431 0 0	-	1858						
Rochdale - - - B.S. *250 0 0	-	1838						
Rochdale - - - Wes. 2	-	-	9 17 6 ⁴	111 18 4	-	203 0 0	28 0 0	
Rochdale, St. John's R.C. - - - 2 3 4	-	-						
Rochdale, St. Patrick's R.C. - - - 5 0 0	-	-						
Reyton, St. Paul's - N.S. 4	15 0 0	1844	5 6 8 ²	3 15 0	-	7 10 0		
Reyton - - - Wes. 2	-	-	5 0 0 ²	15 0 0	-	2 8 4	12 13 0	
Ryecroft - - - B.S. 11	-	-	12 4 2 ⁴	181 11 8	-	623 6 8	130 0 0	
Salesbury - - - N.S. 240 0 0	-	1852						
Salford, St. Bartho- lomew's - - - N.S. 1	400 0 0	1844	17 7 9 ²	202 15 0	25 0 0	561 15 0	39 17 0	
- - - 17 0 0	-	1850						
- - - 20 0 0	-	1855						
Salford (Ellor Street) B.S. *200 0 0	-	1839						
- - - 50 0 0	-	1840						
Salford (Broughton Road) - - - Wes. 3	-	-	20 10 2 ²	143 0 0	27 1 8	647 0 0	13 13 0	
Salford, Ch. Ch. - N.S. 2	-	-	10 18 9 ²	330 5 0	23 13 4	1,476 3 4	53 9 0	
Salford (Great George Street) Model - N.S. 1	-	-	18 10 0 ⁴	409 0 0	142 10 0	1,451 5 10	45 12 0	
Salford, St. John's - R.C. 2 6 4	-	-						
Salford, St. Matthias' N.S. 2	500 0 0	1842	12 9 2 ²	245 1 8	-	873 0 0	32 0 0	
- - - 20 0 0	-	1846						
Salford, New Jerusalem Ch. S. 10	-	-	12 19 2 ⁴	100 8 4	16 13 4	650 5 0	47 5 0	
Salford Industrial and Ragged School - - - 3	-	-	-	-	-	-	-	514 11 10 ⁰
Salford, Scotch Pres. S. (Mount Street) Boys 10	-	-	16 13 9 ²	175 0 0	72 10 0	392 10 10	33 9 0	

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certific- ated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Salford (Chapel Street)	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Girls, Scotch Pres. S.	10	-	-	87 0 0	-	428 15 0	18 0 0	-
Salford, St. Simon's N.S.	5	1,109 0 0	1856	2 16 6½	12 10 0	-	27 10 0	14 5 0
Salford, St. Stephen's N.S.	4	-	-	4 3 4½	7 10 0	-	-	-
Samlesbury N.S.	-	*120 0 0	1837	-	-	-	-	-
Satterthwaite and Rusland N.S.	6	100 0 0	1850	5 18 8½	122 10 0	-	162 3 4	14 4 0
Scarisbrick Ch. S.	5	-	-	1 0 0½	19 0 0	-	111 5 0	-
Scorton B.S.	4	-	-	5 8 4½	-	-	320 0 0	10 9 0
Scotforth N.S.	-	50 0 0	1846	-	-	-	-	-
Seaforth Ch. of E.	11	259 0 0	1855	6 8 7	30 0 0	-	-	9 0 0
Sharples (Messrs. Ashworths) B.S.	9	-	-	3 19 8½	134 1 8	-	375 13 4	82 10 0
Shaw N.S.	4	*200 0 0	1839	11 1 4½	3 15 0	-	45 5 0	85 3 0
" "	-	15 0 0	1856	-	-	-	-	-
" "	-	26 5 0	1856	-	-	-	-	-
Shaw Wes. S.	4	-	-	10 10 0½	83 10 0	25 0 0	72 19 0	52 7 0
Shuttleworth N.S.	6	200 0 0	1840	8 12 2	-	-	1 5 0	18 16 0
Silverdale N.S.	-	87 0 0	1855	1 6 8½	-	-	-	-
Skerton N.S.	5	*120 0 0	1837	2 14 7½	5 0 0	-	-	-
" "	-	30 0 0	1840	-	-	-	-	-
Smallbridge, St. John's N.S.	4	*200 0 0	1839	16 10 7	146 5 0	50 0 0	594 16 8	146 19 0
Smithill's Deane N.S.	-	60 0 0	1843	-	-	-	-	-
Southport B.S.	-	*60 0 0	1836	-	-	-	-	-
Southport, Ch. Ch. N.S.	10	*57 0 0	1838	1 3 6½	7 10 0	-	42 0 0	13 10 0
" "	-	315 0 0	1854	-	-	-	-	-
Southport, Holy Trinity N.S.	10	1,093 15 0	1857	3 12 0	103 0 10	-	114 10 0	33 8 0
Southport, St. Mary's R.C.	-	-	-	1 0 0	-	-	-	-
Southshore N.S.	-	80 0 0	1846	-	-	-	-	-
Spotland N.S.	4	*166 0 0	1837	6 4 8½	-	-	-	38 18 0
" "	-	13 19 11	1846	-	-	-	-	-
" "	-	13 12 6	1846	-	-	-	-	-
" "	-	3 16 8	1852	-	-	-	-	-
" "	-	23 0 0	1853	-	-	-	-	-
" "	-	6 0 0	1856	-	-	-	-	-
Stand N.S.	-	*270 0 0	1837	-	-	-	-	-
Standish, Boys and Girls N.S.	1	-	-	5 16 0½	65 15 10	-	109 15 0	35 15 0
Stanley, St. Anne's N.S.	11	435 0 0	1847	12 1 6½	-	-	146 0 0	36 6 0
Staveley (in Cartmel) Endowed S.	-	32 0 0	1848	-	-	-	-	-
Stonefield N.S.	-	*60 0 0	1837	-	-	-	-	-
Stretford N.S.	2	370 0 0	1845	7 0 5½	192 0 0	-	343 8 4	38 15 0
" "	-	-	-	14 14 4	-	-	-	-
Sutton N.S.	11	-	-	6 0 0	101 13 4	-	84 3 4	39 5 0
Sutton, St. Joseph's R.C.	-	754 0 0	1858	-	-	-	-	-
Sutton, St. Anne's R.C.	5	-	-	1 16 4½	-	-	-	9 8 0
Swinton, Industrial P.U.	12	-	-	-	-	-	305 5 0	-
Symonstone N.S.	-	*52 0 0	1840	-	-	-	-	-
Tarleton N.S.	-	*120 0 0	1839	0 10 8½	-	-	-	-
Tarleton, The Holmes N.S.	-	166 0 0	1843	-	-	-	-	-
Thornham N.S.	-	*100 0 0	1840	-	-	-	-	-
Thurnham R.C.	3	-	-	1 17 2½	-	-	-	7 15 0
Tockholes N.S.	-	50 0 0	1846	-	-	-	-	-
Todmerden N.S.	-	500 0 0	1845	-	-	-	-	-
Tonge-cum-Alkington N.S.	4	188 0 0	1847	-	2 10 0	-	-	-
Tottington N.S.	4	*90 0 0	1836	2 6 10½	27 10 0	-	132 18 4	28 15 0
" "	-	*99 0 0	1836	-	-	-	-	-
Towneley R.C.	3	-	-	3 13 2½	101 0 0	-	313 11 8	25 5 0
Trawden N.S.	-	190 0 0	1843	-	-	-	-	-
Tunstead N.S.	-	110 0 0	1842	5 6 4½	-	-	-	-
Ulleswilton N.S.	-	35 0 0	1846	-	-	-	-	-
Ulverstone Wes. S.	8	-	-	3 6 8	30 5 0	-	15 0 0	9 15 0
Ulverstone N.S.	6	*150 0 0	1834	9 0 4½	80 10 0	-	168 8 4	31 15 0
" "	-	43 2 0	1858	-	-	-	-	-

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Refectory and Industrial School.
		Amount.	Date of Payment.						
LANCASHIRE—cont.									
Unsworth - N.S.	5	360 0 0	1846	4 5 13	-	-	15 0 0		
" - N.S.		80 0 0	1847						
" - N.S.		12 0 0	1849						
" - N.S.		20 0 0	1851						
Unsworth - Wes.	4			4 0 04	2 10 0				
Upholland, Girls - N.S.	12	198 0 0	1850	1 16 04	24 3 4	-	57 18 4	18 16 0	
Upholland, Mixed, late Holland Moor - N.S.	12	100 0 0	1850	3 16 6	62 10 0	-	92 10 0	45 11 0	
" - N.S.		8 5 4	1854						
Urswick, Grammar School - N.S.	6	-	-	1 13 4	51 1 8	-	69 13 4	24 5 0	
Walkden Moor - N.S.	12	-	-	17 19 42	308 10 0	42 5 0	1,036 8 4	91 0 0	
" Night School - N.S.							100 0 0		
Walmersley, Ch. Ch. - N.S.	3	*150 0 0	1840	8 16 04	47 10 0	-	309 1 0	50 13 0	
Walmersley - N.S.		*200 0 0	1840						
" - N.S.		150 0 0	1846						
Walton-le-Dale - N.S.		*300 0 0	1836						
Walton-on-the-Hill - N.S.	11			1 17 64	40 10 0	-	105 10 0	2 10 0	
Wardle - N.S.		270 0 0	1844	3 12 04					
Wargrave - N.S.	10	450 0 0	1845	13 4 24	197 2 6	-	396 19 2	66 0 0	
" - N.S.		45 0 0	1846						
" - N.S.		20 0 0	1852						
" Night School - St.	10						4 1 4		
Warrington, Alban's - R.C.	2			10 10 108	54 3 4		153 10 0	11 12 6	
Warrington - B.S.	10	235 0 0	1841	14 7 54	256 13 4	78 15 0	1,404 15 0	31 15 0	
" - B.S.		66 10 0	1851						
" - B.S.		18 0 0	1852						
" - B.S.		100 0 0	1854						
Warrington, Model, Boys, Girls, and Infants - Par.	10	*415 0 0	1834	15 11 74	324 15 0	-	1,540 13 4	76 2 0	
" - Par.		*85 0 0	1839	26 13 4					
" - Par.		574 10 0	1850						
" - Par.		75 0 0	1850						
" - Par.		31 1 0	1851						
" - Par.		27 0 0	1857						
Warrington, Heathside, St. Paul's and Trinity - N.S.	11	360 0 0	1853	20 6 5	113 17 6	-	304 0 0	69 6 0	
" - N.S.		82 0 0	1858						
Warton, Parish Grammar School - N.S.		187 13 4	1854	2 3 44					
Waterhead - N.S.		106 0 0	1843	4 16 84					
Waterloo, Ch. Ch. - N.S.	9	105 0 0	1851	6 5 7	39 0 0	-	173 10 10	4 10 0	
Wavertree, Infants - B.S.	11			1 12 64	90 16 8	-	314 3 4	27 1 0	
Weston - N.S.				1 7 1					
Wensley Fold - N.S.		210 0 0	1845	4 5 4					
" - N.S.		35 0 0	1848						
West Derby - N.S.	11				102 16 8		117 15 0	22 10 0	
West Derby - P.U.	12						99 15 0		
Whalley - N.S.		*40 0 0	1836	3 12 7					
" - N.S.		183 0 0	1847						
Wheelton - N.S.		50 0 0	1844	1 7 11					
White Coppice - N.S.		45 0 0	1844	1 6 8					
" - N.S.		30 0 0	1844						
Whittington - N.S.	10				44 5 0	-	206 5 0		
Whittle-le-Woods - N.S.		*53 0 0	1834	4 7 8	19 13 4				
" - N.S.		77 10 6	1858						
Widnes Dock - N.S.	10	30 0 0	1841	0 16 74		21 5 0	3 5 0		
Wigan, Blue Coat - N.S.	11			7 0 2	20 0 0	-	42 0 0	32 10 0	
Wigan, St. Catherine's - N.S.		*450 0 0	1835						
Wigan, St. George's - N.S.		*306 0 0	1839						
Wigan, St. John's - R.C.	11	38 0 0	1854	10 13 4	80 6 8	20 16 8	721 8 2	70 10 0	
" - N.S.		106 13 4	1855						
" Night School - R.C.	11						20 0 0		
Wigan, St. Joseph's - R.C.	11			5 1 44	30 6 8	-	195 8 4	31 14 0	

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	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Wigan, St. Mary's - R.C. 11	126 11 6	1857	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wigan, St. Patrick's R.C. 11	920 0 0	1858	3 18 2	35 2 6	-	62 5 0	36 0 0	
Wigan, Presbyterian S. 4	90 0 0	1852	5 6 2½	6 13 4	-	103 16 8	10 10 0	
Wigan, St. Thomas' N.S. 12	860 0 0	1847	5 11 8	-	-	90 0 0	24 19 0	
" " " " " " " " " " " "	83 10 0	1856	15 6 1½	61 3 4	-	132 10 0	55 18 0	
" " " " " " " " " " " "	-	-	-	-	-	3 2 6	-	-
Wigan - Wes. 5	1,644 0 0	1857	6 13 4	72 1 8	-	52 13 4	27 10 0	
Willows, see Kirkham.	-	-	-	-	-	-	-	-
Withington - N.S. 2	100 0 0	1841	3 7 1	45 0 0	-	69 1 8	55 18 0	
" " " " " " " " " " " "	-	-	a2 5 8	-	-	-	-	-
Withnell Mill - Wes. 3	-	-	5 2 10½	23 7 6	-	97 18 4	78 2 0	
Witton, St. Mark's - N.S.	204 0 0	1846	-	-	-	-	-	-
Woolton - N.S.	300 0 0	1848	-	-	-	-	-	-
Woolton, Little - N.S.	110 0 0	1846	-	-	-	-	-	-
" " " " " " " " " " " "	27 0 0	1846	-	-	-	-	-	-
Worsley, Roe Green, " "	-	-	-	-	-	-	-	-
" " " " " " " " " " " "	-	-	-	-	-	-	-	-
Worsley, Night School - N.S. 12	-	-	-	-	-	35 12 10	-	-
Worsley - N.S. 12	-	-	16 11 10½	263 5 0	-	1,108 17 6	152 2 0	3 15 0
Worsley (Ellenbrook) Night School - N.S. 12	-	-	-	-	-	65 0 0	-	-
Yenland Conyers - N.S.	76 0 0	1841	-	-	-	-	-	-
LEICESTERSHIRE.								
Appleby - B.S.	10 0 0	1842	-	-	-	-	-	-
Ashby-de-la-Zouch - N.S. 6	250 0 0	1837	1 12 8	26 13 4	-	114 8 4	82 4 0	
" " " " " " " " " " " "	5 18 0	1850	-	-	-	-	-	-
" " " " " " " " " " " "	60 0 0	1853	-	-	-	-	-	-
Ashby Magna Ch. of E. 5	-	-	-	3 6 8	-	-	-	-
Aylestone - N.S.	75 0 0	1845	-	-	-	-	-	-
Bardon Park - B.S. 1	-	-	2 9 4½	-	-	173 15 0	-	-
Barkby - Par. 5	-	-	2 2 2	26 10 0	-	4 10 0	6 11 0	
Barkstone - N.S. 6	-	-	-	115 16 8	-	196 6 8	36 0 0	
Barwell - Ch. of E. 6	-	-	-	-	-	-	4 11 0	
Belgrave - N.S.	60 0 0	1840	-	-	-	-	23 0 0	
Belton - N.S.	82 0 0	1844	1 0 3½	-	-	-	-	-
Blaby - N.S. 5	125 0 0	1840	3 13 6	-	-	-	4 15 0	
Blackfordby - N.S.	20 0 0	1844	-	-	-	-	-	-
Bottesford - N.S. 6	418 3 0	1856	1 7 4½	-	-	4 16 8	3 13 0	
Bowden, Great - N.S.	60 0 0	1839	2 2 8½	-	-	-	-	-
Branstone - N.S.	70 0 0	1845	-	-	-	-	-	-
Breedon-on-the-Hill - N.S. 6	-	-	1 13 4½	32 10 0	-	-	8 2 0	
Broughton Astley - N.S. 6	95 0 0	1847	1 6 2½	-	-	-	1 10 0	
Buckminster - N.S.	40 0 0	1842	0 19 11½	-	-	-	-	-
Burbage - N.S. 5	-	-	2 6 0	73 3 4	-	143 2 6	28 10 0	
Burbage - Wes. 12	-	-	2 9 0	28 15 0	-	-	10 10 0	
Coalville - N.S. 5	70 0 0	1839	-	5 0 0	-	5 0 0	-	-
" " " " " " " " " " " "	4 0 0	1840	-	-	-	-	-	-
Croxton Keyrial - N.S.	75 0 0	1845	-	-	-	-	-	-
Dalby, Old - B.S. 12	-	-	4 16 2	96 5 0	-	562 0 6	8 15 0	
Donington Castle Par. 7	620 0 0	1855	3 0 11	-	-	15 0 0	30 3 0	
Eaton - Par. 5	-	-	1 0 1	-	-	-	1 18 0	
Frisby-on-the-Wreak - N.S.	121 5 9	1855	1 1 2	-	-	-	-	-
Gillmorton - N.S. 6	120 0 0	1858	2 19 1½	36 5 0	-	21 5 0	40 1 0	
Glenn, Great - Ch. of E. 5	-	-	-	31 5 0	-	20 0 0	16 16 0	
Griffydham - Wes. 12	548 16 8	1854	5 18 8½	33 8 4	-	79 0 0	55 13 0	
Harborough, Market - N.S. 7	100 0 0	1836	-	82 15 0	-	47 10 0	39 17 0	
" " " " " " " " " " " "	60 0 0	1843	-	-	-	-	-	-
Harborough, Market - B.S.	205 0 0	1839	-	-	-	-	-	-
Harby - N.S.	-	-	1 13 4	-	-	-	-	-
Hathern - N.S. 6	254 0 0	1850	7 18 5	119 3 4	-	281 11 8	42 16 0	
Heather - N.S.	40 0 0	1846	-	-	-	-	-	-
Higbam-on-the-Hill N.S. 6	46 6 6	1858	1 13 4	14 3 4	-	21 5 0	14 10 0	
" " " " " " " " " " " "	23 12 6	1855	-	-	-	-	-	-

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Refraining Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
LEICESTERSHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hinckley N.S. 5	- - -	- - -	- - -	30 16 8	- - -	39 3 4	22 19 0	- - -
" Night Sch. 5	- - -	- - -	- - -	- - -	- - -	5 0 0	- - -	- - -
Hinckley, Holy Trinity N.S. 5	220 0 0	1848	7 5 7	- - -	- - -	10 16 8	- - -	- - -
Hose N.S. 5	80 0 0	1840	- - -	- - -	- - -	- - -	- - -	- - -
Hugglescote and Donington N.S. 6	*51 0 0	1838	1 18 4	- - -	- - -	- - -	5 15 0	- - -
Humberston N.S. 5	- - -	- - -	2 11 8	3 15 0	- - -	- - -	3 3 0	- - -
Husband's Bosworth N.S. 6	283 0 0	1858	- - -	- - -	- - -	- - -	- - -	- - -
Ibstock N.S. 6	- - -	- - -	- - -	16 5 0	- - -	47 5 10	- - -	- - -
Ibstock B.S. 1	81 0 0	1848	5 0 14	- - -	- - -	269 16 0	23 2 0	- - -
" B.S. 1	40 0 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
" B.S. 1	22 5 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Kegworth N.S. 6	133 0 0	1840	5 6 4	109 0 10	- - -	102 16 8	75 3 0	- - -
Kibworth-Beauchamp N.S. 5	115 0 0	1843	- - -	71 0 0	- - -	288 12 6	28 0 0	- - -
" B.S. 1	32 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Kilworth, North N.S. 6	- - -	- - -	- - -	- - -	- - -	- - -	7 7 0	- - -
Kilworth, South N.S. 6	*40 0 0	1835	2 13 13	- - -	- - -	- - -	12 10 0	- - -
" B.S. 1	41 0 0	1851	- - -	- - -	- - -	- - -	- - -	- - -
Kincote N.S. 6	- - -	- - -	- - -	- - -	- - -	- - -	1 8 0	- - -
Kirby Muxloe - Ch. of E. N.S. 6	- - -	- - -	- - -	- - -	- - -	- - -	2 2 0	- - -
Knighton N.S. 6	45 0 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
Knippton N.S. 6	- - -	- - -	2 16 8	34 5 0	- - -	78 10 10	17 4 0	- - -
Leicester, County Central N.S. 6	- - -	- - -	- - -	194 5 0	- - -	963 16 8	73 3 0	- - -
" Night Sch. 6	- - -	- - -	- - -	- - -	- - -	10 0 0	- - -	- - -
Leicester, Ch. Ch. N.S. 6	152 8 4	1841	6 18 3	105 16 8	- - -	281 0 0	- - -	- - -
Leicester (Curzon St.) N.S. 6	237 2 4	1853	6 0 5	34 15 0	- - -	122 10 0	15 0 0	- - -
Leicester, Great Meeting Day B.S. 1	*750 0 0	1834	23 13 9	115 10 0	- - -	586 5 0	51 8 0	- - -
Leicester (Hill St.) B.S. 1	120 0 0	1855	20 16 8	82 10 0	- - -	1,024 16 8	103 12 0	- - -
Leicester (Knighton Street) N.S. 6	- - -	- - -	- - -	19 0 0	- - -	123 2 6	36 4 0	- - -
" Night Sch. 6	- - -	- - -	- - -	- - -	- - -	10 0 0	- - -	- - -
Leicester, Infant, Archdeacon Lane B.S. 5	*100 0 0	1838	- - -	- - -	- - -	5 0 0	- - -	- - -
Leicester P.U. 5	- - -	- - -	- - -	- - -	- - -	55 13 4	35 16 0	- - -
Leicester, St. John's N.S. 5	- - -	- - -	5 14 4	35 15 0	- - -	4 8 0	- - -	- - -
Leicester, St. Mary's Night Sch. 5	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Leicester, St. Margaret's N.S. 5	*425 0 0	1835	8 12 10	54 0 0	- - -	129 0 0	11 6 0	- - -
Leicester, St. Mary's Laxton Street Ch. of E. 6	447 0 0	1858	- - -	17 18 4	- - -	45 15 0	25 5 0	- - -
Leicester, St. Mary's Old Par. 6	- - -	- - -	4 3 4	32 10 0	- - -	30 0 0	14 2 0	- - -
Loughborough, Wesleyan Wes. 12	- - -	- - -	5 18 3	- - -	- - -	264 14 2	- - -	- - -
Loughborough, Emanuel, Infant N.S. 6	150 0 0	1854	2 15 8	20 0 0	- - -	94 5 0	45 7 0	- - -
" B.S. 1	281 0 0	1858	- - -	- - -	- - -	- - -	- - -	- - -
Loughborough, Lancelotian School - 12	- - -	- - -	- - -	31 10 0	- - -	466 0 0	54 18 0	- - -
Loughborough, St. Marie's R.C. 8	- - -	- - -	3 11 8	25 16 8	- - -	29 0 0	6 15 0	- - -
Lutterworth - Ch. of E. 6	- - -	- - -	- - -	13 15 0	- - -	6 5 0	- - -	- - -
Melton Mowbray, Free N.S. 5	20 0 0	1852	8 11 11	273 10 0	- - -	912 16 8	67 0 0	- - -
Melton Mowbray - Ch.S. 5	100 0 0	1854	10 13 4	- - -	- - -	- - -	- - -	- - -
Melton Mowbray B.S. 12	- - -	- - -	3 15 10	54 18 4	- - -	118 5 0	0 16 0	- - -
" B.S. 12	- - -	- - -	66 13 4	- - -	- - -	- - -	- - -	- - -
Moirs - Ch. of E. 5	- - -	- - -	- - -	56 13 4	- - -	7 10 0	28 4 0	- - -
Mount St. Bernard, Agricultural Colony R.O. 5	- - -	- - -	11 5 6	- - -	- - -	- - -	- - -	1613 4 5
Nailstone N.S. 6	- - -	- - -	- - -	41 13 4	- - -	- - -	16 17 0	- - -
Nailstone, Infant N.S. 6	- - -	- - -	- - -	8 13 4	- - -	- - -	14 2 0	- - -
Nadby N.S. 5	220 0 0	1848	- - -	20 0 0	- - -	- - -	21 8 0	- - -

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformat- ory and Indus- trial Schools.
	Amount.	Date of Payment						
LEICESTERSHIRE—cont.								
Peckleton, Juvenile Reformatory	6							167 1 5 ¹
Queniborough - N.S.	5	85 0 0	1848				1 9 0	
Quorndon - N.S.	5	*48 0 0	1837				19 4 0	
		12 0 0	1847					
Redmill - N.S.				1 0 9				
Rothley - N.S.	6	*69 0 0	1839	2 18 4	17 10 0	30 8 4		
		17 3 4	1853					
Scalford - N.S.		20 0 0	1846	1 9 1				
Sharnford - N.S.	6	70 0 0	1846	1 0 0			9 1 0	
		9 0 0	1859					
Sheepy - N.S.	6	108 0 0	1848				5 5 0	
Sheepshed - N.S.	5	*200 0 0	1837	7 13 9 ¹	198 14 2	33 6 8	896 17 6	61 10 0
" - "		17 0 0	1850					
" - "		30 0 0	1855					
" - "		21 0 0	1858					
Shilton (Earl's) - N.S.	6			2 7 4	115 3 4	80 0 0	33 5 0	
Stapleton - N.S.		75 0 0	1848					
Stoke Golding, Grammar School		40 0 0	1842					
Stonesby - N.S.				1 4 0				
Sweptstone - N.S.		40 0 0	1844					
Syston - N.S.	5			2 4 4	13 15 0		6 18 0	
Thringstone - N.S.		52 10 0	1844					
		20 19 4	1858					
Thurlaston - N.S.	7	294 6 0	1854	2 1 4 ¹	70 0 0	37 10 0	22 19 0	
Thurlaston, Infant - N.S.	7						11 19 4	
Thurnaston - N.S.	5	125 0 0	1845	3 5 10 ¹	26 10 0	54 3 4	19 15 0	
" - "		15 0 0	1846					
" - "		40 6 0	1857					
Twynford - Wes.	12			3 13 4 ¹	13 15 0		10 9 0	
Twynford - N.S.	6	54 0 0	1846		21 5 0	56 5 0	26 3 0	
" - "		22 0 0	1856					
Waltham-on-the-Wolds - N.S.	6	150 0 0	1847	3 13 5 ¹	94 9 2	69 3 4	25 5 0	
Whetton, Long - N.S.	6			3 4 1 ¹	6 5 0	26 5 0	23 4 0	
Whitwick - N.S.	5	*45 0 0	1836	4 16 7 ¹	7 10 0	9 13 4		
" - "		484 0 0	1858					
" - "		212 0 0	1853					
Wigston, Great - N.S.	5	50 0 0	1843	1 0 7 ¹	32 10 0	37 3 4		
" - "		35 0 0	1844					
" - "		15 0 0	1856					
" - "		11 0 0	1857					
" - "		26 10 0	1858					
Woodhouse - N.S.		*46 0 0	1838					
Woodhouse Eaves, Evening School				2 18 4 ¹			14 3 0	
Woodville - N.S.	6	150 0 0	1849					
" - "		25 4 0	1855					
Wymeswold - N.S.	5	108 0 0	1847	1 14 11 ¹	35 0 0		7 10 0	
" - "		31 0 0	1854					
LINCOLNSHIRE.								
Alkborough - N.S.	2						5 14 0	
Bardney, Kitching's Charity School	3			1 10 1 ¹	19 10 0		5 5 0	
Bardney - Wes.	10	391 0 0	1837	5 0 0	33 17 6	40 13 4	31 17 3	
Barkstone - N.S.	2	*50 0 0	1835				3 18 0	
Barton-on-Humber - N.S.		350 0 0	1854					
Barton-on-Humber - Wes.	7	396 10 0	1850	20 18 2	173 15 0	809 0 10	68 8 0	
" - "		220 0 0	1857					
Bassingham - Wes.	11	279 0 0	1856	5 11 0 ¹	68 7 6	21 13 4	12 10 0	45 3 0
Bassingham - N.S.	2	244 0 0	1856	2 0 0	37 10 0		17 10 0	25 16 0
Belleau - N.S.	1	115 10 0	1857	4 0 9	15 0 0		30 0 9	6 4 0
Beesby - N.S.		15 0 0	1845					
Bennington, Long - N.S.	2	161 0 0	1848	2 1 7 ¹	44 0 0	148 5 0	27 16 0	
" - "		52 0 0	1849					
" - "		20 0 0	1854					

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	Amount.	Date of Payment.						
LINCOLNSHIRE—cont.								
Bicker - N.S.	72 0 0	1846	1 2 3	-	-	-	-	-
Binbrooke - N.S.	100 0 0	1843	-	-	-	-	7 6 0	-
Blyton - N.S.	75 0 0	1844	1 4 8	-	-	-	-	-
Bolingbroke, New - N.S.	-	-	1 8 8	-	-	-	-	-
Bolingbroke, Old, Girls - N.S.	40 0 0	1842	-	-	-	-	-	-
-	25 0 0	1854	-	-	-	-	-	-
Bolingbroke, Old, Boys - N.S.	45 0 0	1842	-	-	-	-	-	-
Boston - N.S.	407 5 0	1850	18 18 10	87 10 0	-	697 8 4	55 10 0	-
Boston - B.S.	28 19 5	1862	15 18 2	142 10 0	-	1367 15 0	55 0 0	-
Boston, Industrial, Wes. 7	419 0 0	1850	23 4 0	142 15 0	-	695 16 8	68 9 0	-
-	39 7 0	1857	-	-	-	-	-	-
Boston, East Infant S. 2	-	-	-	-	-	-	19 2 0	-
Boston, West Church N.S. 2	-	-	3 14 6	123 5 0	-	291 5 0	18 8 0	-
Bottesford - N.S.	100 0 0	1847	9 4 7	-	-	-	-	-
Brocksby Park - N.S.	-	-	2 12 0	116 17 6	-	145 16 8	42 6 0	-
Broughton (Brant) Wes. 11	-	-	4 2 4	12 10 0	-	139 10 0	62 8 0	-
Burgh - Wes. 7	192 0 0	1858	5 19 11	27 10 0	-	-	14 3 0	-
Burton Coggles - Par.	-	-	1 6 0	-	-	-	-	-
Butterwick, West Ch. of E. 2	-	-	-	41 5 0	-	-	0 6 0	-
Carlton, Little, Inf. N.S.	90 0 0	1858	-	-	-	-	-	-
Claypole - N.S.	-	-	1 14 8	31 5 0	-	2 8 4	87 19 0	-
Cleothorpe - N.S.	349 1 5	1857	-	-	-	-	-	-
Cockerington - N.S.	42 0 0	1843	-	-	-	-	-	-
Colsterworth - N.S.	-	-	4 7 7	16 5 0	-	347 8 4	9 8 0	-
Coningsby - Wes.	-	-	1 13 4	-	-	-	-	-
Coningsby - N.S.	30 0 0	1836	-	-	-	-	-	-
Covenham, Diocesan N.S.	-	-	2 9 11	-	-	-	-	-
Covenham, St. Mary's N.S.	28 0 0	1837	-	37 12 6	-	-	4 6 0	-
Deeping, St. James' N.S.	-	-	2 8 8	-	-	-	-	-
Donnington-on-Baine N.S.	90 0 0	1850	3 7 2	-	-	-	-	-
-	100 0 0	1853	-	-	-	-	-	-
Dunston - N.S.	45 6 8	1852	2 6 8	-	-	-	2 15 0	-
Epworth - N.S.	70 0 0	1940	2 13 11	-	-	-	17 10 8	-
Ferry, West - Wes. 10	-	-	5 0 6	23 17 6	-	13 0 0	-	-
Foston - N.S.	84 0 0	1848	1 7 6	-	-	-	-	-
Gainsborough - N.S.	100 0 0	1945	8 13 5	173 6 8	-	599 10 10	25 1 0	-
-	68 0 0	1856	-	-	-	-	-	-
Gainsborough - Wes. 10	250 0 0	1847	15 11 11	203 6 8	-	715 14 2	32 3 3	-
Gayton-le-Marsh N.S.	31 0 0	1838	-	-	-	-	-	-
Gedney, Dove End Ch. of E. 1	264 0 0	1837	2 17 0	11 5 0	-	-	-	-
Glandford Brigg - N.S.	425 0 0	1855	10 15 9	49 10 0	-	121 13 4	64 6 0	-
-	-	-	-	-	-	5 0 0	-	-
Gosberton - N.S.	199 4 4	1856	1 14 4	-	-	-	-	-
Goxhill - Wes. 6	360 0 0	1856	6 10 8	18 15 0	-	39 8 4	23 14 0	-
-	-	-	at 3 8	-	-	-	-	-
Grantham - N.S.	150 0 0	1844	16 3 0	98 15 0	-	946 13 4	25 0 0	-
-	40 0 0	1854	-	-	-	-	-	-
-	36 0 0	1855	-	-	-	-	-	-
-	52 0 0	1857	-	-	-	-	-	-
Grantham - B.S.	100 0 0	1835	2 12 7	54 0 0	-	102 10 0	36 15 6	-
-	11 0 0	1856	-	-	-	-	-	-
-	3 13 10	1856	-	-	-	-	-	-
Grantham, St. Mary's R.C.	-	-	3 6 0	-	-	-	-	-
Grantham (Brownlow), Sunday and Infant Ch. S.	105 0 0	1833	-	-	-	-	-	-
Grantham (Welby), N.S.	303 0 0	1858	-	-	1 5 0	-	-	-
Greatford - N.S.	-	-	1 13 4	-	-	-	-	-
Grimby - Wes. 7	1,050 0 0	1858	10 7 3	47 10 0	-	190 10 0	65 8 0	-
Halton Holgate - N.S.	70 0 0	1848	-	46 5 0	-	-	3 6 0	-
Harmston - N.S.	110 0 0	1852	6 10 4	92 15 0	-	171 16 8	48 18 0	10 10 0
-	45 2 0	1855	-	-	-	-	-	-
Hatchliffe - Wes. 7	255 0 0	1856	2 0	29 0 0	-	-	12 0 0	-

a Scientific apparatus.

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	Amount.	Date of Payment.						
LINCOLNSHIRE—cont.								
Spalding - - - N.S. 2	350 0 0	1846	3 0 9	201 17 6	-	235 15 0	31 1 0	
Spalding - - - B.S. 7	33 6 8	1856						
Spalding - - - B.S. 7	*180 0 0	1839	7 15 1½	101 15 0	30 0 0	414 10 0	28 6 0	
Spittlegate - - - N.S. 1	116 0 0	1858	6 9 2½	18 0 0	-	49 3 4	19 4 0	
Spittlegate - - - Wes. 10	50 0 0	1844	3 0 8	55 5 0	-	77 18 4	46 9 0	
Stamford and St. Martin's - - - N.S. 2	-	-	3 9 8½	22 8 4	-	91 10 0	6 0 0	
Sutton, Long - - - B.S.	*168 0 0	1836						
Sutton, St. Nicholas' N.S.	84 0 0	1849	2 0 8					
Swaby - - - N.S.	143 0 0	1858	2 13 6½					
Tetford - - - Wes. 11	-	-	1 5 10	41 5 0	-	32 10 0	12 7 0	
Tetney - - - Wes. 7	318 0 0	1857	4 3 4	26 5 0	-	15 0 0	8 5 0	
Thoresby, North - - - Wes. 8	341 0 0	1856	2 0 0	43 15 0	-	52 10 0	33 4 0	
Timberland - - - N.S.	66 5 0	1850						
Tornton, All Saints' N.S.	100 0 0	1846	0 10 0					
Tydd, St. Mary's - N.S.	200 0 0	1858						
Uffington (Earl Lindsey's) - - - N.S. 2	-	-	2 2 0	15 0 0	-		3 5 0	
Uleaby - - - N.S. 1	187 2 0	1848	1 13 4½		-		31 8 0	
Waddington - Ch. S. 2	176 0 0	1855	1 7 2	69 5 0	-	89 10 0		
Wainfleet, All Saints N.S.	351 0 0	1857	5 8 2½		-	1 5 0		
Wainfleet, St. Mary's N.S. 2	-	-		56 5 0	-	11 5 0		
Wainfleet - - - Wes. 8	-	-	6 12 8½	106 0 0	-	278 6 8	59 18 0	
Waltham - - - Wes.	380 0 0	1858	5 0 0		-			
Wellingore - - - N.S. 2	45 0 0	1848			-			
Welton - - - Par. 2	-	-	4 3 7½	87 10 0	-		14 0	
Welton-le-Wold - N.S. 2	*25 0 0	1840	4 6 3½		-	78 13 4	5 7 0	
Weston, St. Mary's - N.S. 2	-	-	1 11 3½	51 5 0	-	180 16 8	36 18 0	
Whaplode Drove - N.S.	50 0 0	1845						
Wildmore Fen, Gipsy Drove Sch. - - - N.S.	216 0 0	1858						
Willoughton - - - N.S.	56 0 0	1846						
Winterton - - - N.S. 2	*90 0 0	1840	5 14 0½	45 10 0	-	135 7 6	48 9 0	
" - - - Indust. Dep. 7	68 4 8	1857			-			12 0 0
Winterton - - - Wes. 7	105 0 0	1851	10 4 9	154 15 0	-	340 0 0	55 5 0	
Wintringham - - - N.S. 1	80 0 0	1846	2 2 7½	36 5 0	-	93 0 0	58 14 0	
" - - - " - - - N.S.	50 0 0	1855						
" - - - " - - - N.S.	38 0 0	1858						
Withern - - - N.S. 1	31 15 0	1850	4 0 9½		-		4 12 0	
Wrawby - - - N.S. 1	60 0 0	1842	1 18 10½	52 10 0	-	110 8 4	29 16 0	
" - - - " - - - N.S.	60 0 0	1846						
" - - - " - - - N.S.	4 17 6	1848						
" - - - " - - - N.S.	38 0 0	1856						
MIDDLESEX.								
Acton - - - N.S. 9	153 0 0	1853	3 17 8½	106 6 8	-	46 10 0	39 10 0	
Acton - - - Wes. 6	-	-	1 6 8	54 3 4	-		7 15 0	
Albany Street, St. Anne's - - - E.C. 1	-	-	2 13 4½	5 0 0	-	99 8 4	4 0 0	
Ashford - - - N.S. 5	-	-	3 12 10½	35 0 0	-	20 0 0	15 11 0	
Audley Street, North, St. Mark's - - - N.S. 10	-	-		268 3 4	-	878 15 0	74 9 0	
Audley Street, South, Grosvenor Chapel S. - 10	-	-		41 10 0	-	122 5 0	13 3 0	
Baldwin's Place, St. John's - - - N.S. 4	-	-	10 0 9	163 5 0	-	519 5 0		
Baldwin's Gardens - N.S. 4	28 0 0	1848	21 16 2½	349 6 8	5 0 0	1,551 8 2	46 15 0	
" - - - " - - - N.S.	10 0 0	1849						
Barbican, St. Giles' (Ja- cob's Well Court) B.S.	*150 0 0	1835						
Barnabas', St. - - - N.S.	*250 0 0	1837						
Bayswater - - - N.S. 12	-	-		96 12 6	-	816 15 0	39 12 0	
Bayswater, St. Mary's Redfont - - - E.C. 4	-	-			-	3 15 0		
Redfont - - - N.S.	108 0 0	1848						

* Scientific apparatus.

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	Amount.	Date of Payment.						
MIDDLESEX—cont.								
Bethnal Green (Abbey Street) - B.S. 6	750 0 0	1839	25 12 6	178 0 0	183 6 8	2,118 1 8	77 13 0	
" " " "	497 0 0	1843						
" " " "	200 0 0	1851						
" " " "	271 0 0	1857						
Bethnal Green, St. Andrew's - N.S.	385 0 0	1846						
Bethnal Green, St. Bartholomew's, (Upper) - N.S. 3	400 0 0	1846	11 4 12	109 3 4	-	1,175 11 8	16 0 0	
" " " "	150 0 0	1856						
Bethnal Green, St. Bar- tholomew's Elementary S.	486 0 0	1856						
Bethnal Green (Castle Street), Gascoigne Place - B.S. 6	470 0 0	1841	20 13 10	120 14 2	-	810 15 0	51 16 0	
" " " "	100 0 0	1842						
" " " "	80 10 0	1850						
" " " "	50 0 0	1854						
Bethnal Green, St. James' the Great - N.S. 4	404 0 0	1848	5 5 8	105 0 0	-	656 8 4		
" " " "	0 18 0	1848						
" " " "	20 0 0	1854						
Bethnal Green, St. John's - N.S. 5	600 0 0	1843	5 8 1	-	-	5 0 0	32 18 0	
Bethnal Green, St. Jude's - N.S. 3	500 0 0	1848	1-10 5	126 1 8	-	271 3 4	32 15 0	
Bethnal Green, St. Matthew's - N.S. 4	20 0 0	1845	5 16 2	100 10 0	-	588 7 6	16 6 0	
" " " "	50 0 0	1849						
" " " "	26 0 0	1858						
Bethnal Green, St. Matthias' - N.S. 6	494 0 0	1852	2 0 5	60 8 4	-	79 0 0	19 11 0	
" " " "	4 10 0	1857						
" " " "	39 0 0	1858						
Bethnal Green, St. Peter's - N.S. 4	9 19 0	1848	7 2 7	175 0 0	-	673 9 2	12 6 0	
" " " "	561 13 4	1852						
Bethnal Green, St. Philip's - N.S. 3	636 0 0	1854	6 9 2	17 10 0	-	-	4 18 0	
Bethnal Green, St. Simon Zelotes', Bullard Street - N.S. 3	400 0 0	1845	7 8 11	25 16 8	-	24 8 4	13 15 0	
" " " "	7 17 4	1853						
" " " "	15 6 8	1858						
Bethnal Green, St. Simon Zelotes', Morpeth Street - N.S.	400 0 0	1855						
Bethnal Green, St. Thomas' - N.S. 3	583 0 0	1851	10 13 11	87 1 8	-	63 3 4	18 18 0	
" " " "	1 0 0	1858						
Blackfriars, St. An- drew's Hill, Inf. N.S.	142 0 0	1847						
Blandford Square Indust. Dep. - N.S. 11	-	-	13 5 0	-	-	690 11 8	52 3 6	515 10 0
Bloombsbury - N.S. 11	-	-	20 12 9	347 0 0	-	1362 11 8	75 12 0	
Bloombsbury, Broad Street (Refuge for Girls) - 10	-	-	-	-	-	-	-	438 1 6
Bloombsbury, St. George the Martyr - N.S. 11	-	-	14 7 8	221 2 6	80 0 0	667 3 4	56 18 0	
" " " "	-	-	10 0 0					
Brentford, New - N.S.	90 0 0	1840						
Brentford, Old - N.S.	85 0 0	1839						
Brentford - B.S. 4	250 0 0	1834	23 15 7	288 10 0	21 13 4	1,436 16 8	40 4 0	
Bromley, St. Leonard's N.S. 11	17 10 0	1846	4 7 6	65 0 0	-	825 0 0	94 1 0	
" " " "	340 0 0	1852						
" " " "	125 0 0	1839						
Bromley and Bow - B.S. 12	400 0 0	1846	4 8 4	78 7 6	33 6 8	505 15 0	14 16 0	
Brompton - N.S. 10	42 0 0	1848					26 8 0	
" " " "	23 2 6	1858						

• Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on ac- count of As- sist- ant Teach- ers.	Grants to Pup- il-teach- ers, and Gratu- ities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
MIDDLESEX—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brompton, Lower Grove, Industrial	3	-	-	-	-	-	1 14 0	
Brompton, Marlboro' Square R.C.	3	-	3 6 8 1/2	17 10 0	-	33 16 8	1 16 0	
Brompton, St. Martha's Reformatory R.C.	7	-	-	-	-	-	-	343 16 10 1/2
Brompton, West, St. Mary's -	N.S. 1	-	5 17 9 1/2	30 0 0	-	20 0 0	18 11 0	
Buckingham Palace, Royal Mews School	4	-	-	48 6 8	-	42 2 6	-	
Budhill Row -	R.C. 2	-	11 2 0	-	-	318 16 8	-	
Camden Town, Family Home	1	-	0 12 6	-	-	-	-	166 19 8 1/2
Camden Town -	N.S. 3	100 0 0	1839	37 9 0 1/2	294 10 0	-	1,774 10 0	75 4 0
" " " "		500 0 0	1849	-	-	-	-	-
" " " "		25 0 4	1850	-	-	-	-	-
Central London Dist- rict School (Han- well) -	P.U. 8	-	-	2 5 4 1/2	-	791 18 4	-	
Charles Street, Drury Lane -	R.C.	3,000 0 0	1858	-	-	-	-	
Charterhouse, St. Thomas', Golden Lane, Free	9	5,900 0 0	1857	-	25 0 0	-	177 10 0	47 2 0
" " " " Night S.	9	-	-	-	-	-	100 0 0	-
Charterhouse, St. Thomas', Upper and Lower, Goswell Street -	N.S. 9	330 0 0	1847	138 2 5 1/2	518 15 0	846 6 8	3,294 11 8	137 18 0
" " " " "		100 0 0	1847	410 0 0	-	-	-	-
" " " " "		27 1 6	1848	-	-	-	-	-
" " " " "		11 1 4	1849	-	-	-	-	-
" " " " "		100 0 0	1852	-	-	-	-	-
" " " " "		1,954 13 4	1853	-	-	-	-	-
" " " " "		939 0 0	1856	-	-	-	-	-
" " " " Night Sch.	9	-	-	-	-	-	200 0 0	-
Chelsea, Ch. Ch. -	N.S. 1	318 0 0	1843	7 3 7	90 16 8	-	552 5 0	8 6 0
" " " " "		12 0 0	1847	-	-	-	-	-
" " " " "		112 10 0	1852	-	-	-	-	-
" " " " "		20 0 0	1856	-	-	-	-	-
Chelsea, School of Discipline	1	-	-	-	-	-	-	835 10 0 1/2
Chelsea, Cheyne Walk R.C.	3	-	-	8 0 8	10 0 0	-	40 0 0	4 7 0
Chelsea, St. Joseph's R.C.	2	-	-	4 5 0 1/2	10 16 8	-	611 9 0	25 15 0
Chelsea, St. Jude's	N.S. 11	208 0 0	1846	7 15 9 1/2	173 11 8	-	262 0 0	30 9 0
" " " " "		10 0 0	1847	-	-	-	-	-
" " " " "		4 13 4	1855	-	-	-	-	-
" " " " "		27 0 0	1856	-	-	-	-	-
Chelsea, St. Luke's, Park Chapel -	N.S. 2	14 6 8	1852	10 16 0 1/2	184 10 0	-	342 6 8	31 19 0
Chelsea, St. Luke's Par.	2	-	-	7 12 0 1/2	154 0 0	94 11 8	545 18 4	18 0 0
Chelsea, St. Mark's, Practising School	1	-	-	-	178 18 4	-	1045 18 4	7 10 0
Chelsea, St. Mary's, Infants' -	R.C. 3	-	-	-	-	-	4 16 8	-
Chelsea (Upper), St. Saviour's -	N.S. 2	50 0 0	1847	13 12 2 1/2	99 6 8	-	427 8 4	49 10 0
Chelsea, Sloane Street, Female Home	2	-	-	-	-	-	-	194 18 4 1/2
Chelsea (Upper), Trinity -	N.S. 1	*63 0 0	1837	21 6 6	218 13 4	112 10 0	1,556 11 8	65 17 0
" " " " "		106 0 0	1847	-	-	-	-	-
" " " " "		25 0 0	1848	-	-	-	-	-
" " " " "		15 10 0	1848	-	-	-	-	-
" " " " "		15 0 0	1851	-	-	-	-	-
" " " " "		12 0 0	1854	-	-	-	-	-
" " " " "		3 16 0	1855	-	-	-	-	-
Chiswick, Girls City Road, St.	N.S. 12	-	-	2 9 9 1/2	6 13 4	-	-	7 0 0
Matthew's -	N.S. 12	280 0 0	1853	9 16 1 1/2	144 13 4	-	318 5 0	59 4 0

• **Scientific apparatus.**

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, Maps, and Diagrams.	Grants to Certific- ated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion. Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
MIDDLESEX—cont.								
Clerkenwell - R.C.	-	-	8 17 4	-	-	-	-	-
Clerkenwell, St. Mark's N.S. 3	-	-	-	13 6 8	-	26 16 8	37 15 0	-
Clerkenwell, Lamb and Flag Ragged Sch. Commercial Road, St. Patrick's and St. Augustine's - R.C. 3	18 8 2	1843	-	-	-	-	-	-
Crown Court, Ch. of Scot. Dalston Refuge for the Destitute - 1	375 0 0	1840	-	-	-	290 10 2	22 2 0	-
Dunstan's, St., in the West - N.S. 2	-	-	11 18 7½	176 16 0	-	313 5 0	-	955 10 0
Dufour's Place, St. Edward's - R.C. 2	-	-	7 5 3½	91 15 0	-	306 3 4	17 18 0	8 3 13
Ealing, Ch. Ch. - N.S. 7	-	-	-	5 0 0	-	-	3 7 6	-
Edmonton (Upper) Ch.S. Enfield - N.S. 6	118 0 0	1852	-	77 8 4	-	165 0 0	20 12 0	-
Enfield - B.S.	*200 0 0	1840	-	-	-	-	-	-
Enfield Lock Factory (Government School) - 6	-	-	-	32 10 0	-	60 0 0	25 4 0	-
Enfield Highway, St. James' Chapel - N.S. 6	*203 0 0	1834	-	73 15 0	-	94 3 4	48 16 0	-
Enfield Highway, St. James' Infant - N.S. 6	-	-	-	-	-	-	8 7 0	-
Enfield, Jesus Chapel Bull's Cross - N.S.	75 0 0	1850	-	-	-	-	-	-
Feitham - N.S.	30 0 0	1857	-	-	-	-	-	-
Finchley - B.S.	60 0 0	1842	-	-	-	-	-	-
Finchley, Holy Trinity, National and In- dustrial School - 6	300 0 0	1843	10 2 4	35 0 0	-	318 10 0	23 9 0	74 19 6
" " " "	200 0 0	1849	220 6 8	-	-	-	-	-
" " " "	100 0 0	1851	-	-	-	-	-	-
" " " "	10 0 0	1852	-	-	-	-	-	-
Finchley, St. Mary's N.S. 6	1,058 15 6	1855	2 6 8½	35 10 0	-	-	12 6 0	-
Finchbury, St. James' (Curtain Road) - N.S. 2	600 0 0	1854	7 5 2½	49 6 8	-	501 1 8	17 12 0	-
Finchbury, St. Paul's N.S. Finchbury, Whitecross Place - B.S. 1	365 0 0	1845	-	41 5 0	-	48 5 0	13 10 0	-
Finchbury (Wilson Street) - Wes. 3	20 0 0	1857	3 6 7½	33 0 0	-	4 16 8	20 2 0	-
Fisher Street (Red Lion Square) - B.S.	*334 0 0	1834	-	520 0 0	-	-	-	-
Pitzroy Square - B.S.	-	-	-	253 0 0	-	669 2 6	17 4 0	-
Fulham, All Saints' N.S. 5	-	-	3 7 6	-	-	7 11 0	-	-
" Night S. "	-	-	-	-	-	-	-	-
Fulham, St. Mary's, North End - N.S.	142 0 0	1848	-	-	-	-	-	-
Fulham, St. Thomas' R.C. 2	-	-	2 2 8	125 0 16	-	376 1 8	12 6 0	-
Friern-Barnet - N.S. 7	373 10 0	1854	2 9 5	50 0 0	-	47 10 0	26 1 0	-
Gate Street - R.C. 2	100 0 0	1851	7 10 0	5 16 8	-	593 10 0	14 3 0	-
George's, St., in the East, Ch. Ch. Wallburgh Street, (Lower) - Ch.S. 11	175 0 0	1844	25 12 3½	153 8 8	-	1101 2 6	53 0 0	-
" " " "	1044 18 5	1858	-	-	-	-	-	-
George's, St., in the East, St. Mary's (Johnson Street), Upper - N.S. 11	1,078 0 0	1840	18 19 4½	243 9 2	-	1,595 15 0	22 6 0	-
George's, St., in the East, Middlesex Society's Schools - 3	-	-	4 5 0½	-	-	35 0 0	26 0 0	-
George's, St., in the East, St. Matthew's N.S. 11	-	-	6 13 4	81 16 8	-	98 0 0	35 3 0	-
George's, St., in the East (Pell Street) R.C. 2	-	-	13 6 3	-	-	196 13 4	64 3 0	-

a Scientific apparatus.

b Grant in lieu of retiring pension.

Schools aided by Parliamentary Grants.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of As- sist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- form- atory and In- dustrial Schools
	Amount.	Date of Payment.						
MIDDLESEX—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Giles, St., in the Fields (Little Den- mark Street, Soho), N.S. 10	- - -	-	8 4 9	132 18 4	-	97 10 0	29 10 0	
Giles, St., in the Fields, Trinity, (Parker Street, Drury Lane) - N.S. 10	- - -	-	-	58 15 0	-	85 0 0	3 12 0	
Giles, St., in the Fields, Refuge, Boys - R.C. 10	- - -	-	-	-	-	-	-	911 8 0
Giles, St., and Blooms- bury (Hart Street), Par. 10	- - -	-	-	31 5 0	-	-	-	
Gordon Square, All Saints' - N.S. 11	20 4 0	1848	14 11 0	37 13 4	-	854 10 0	8 17 0	
" " " "	15 5 4	1848						
" " " "	1902 0 0	1838						
Hackney, West - N.S. 3	200 0 0	1838	10 4 10	149 11 8	-	250 3 4	27 15 0	
Hackney, Free and Parochial - 7	- - -	-	-	-	-	-	24 5 0	
Hackney Road, Adel- phi Chapel, Glou- cester Street - B.S. 3	- - -	-	-	20 0 0	-	129 0 0	38 4 0	
Hackney Road (Ann's Place) - B.S.	200 0 0	1841						
" " " "	40 0 0	1846						
Hackney Road (Wey- mouth Terrace) - B.S. 6	600 0 0	1841	18 8 0	191 10 0	-	1,772 0 0	62 12 0	
" " " "	9 7 2	1850						
" " " "	85 0 0	1850						
" " " "	45 0 0	1855						
" " " "	246 19 4	1858						
Hackney, Trewint In- dustrial Home - 4	- - -	-	-	-	-	-	-	171 0 0
Hackney, South (Charity) - N.S. 10	- - -	-	4 7 5	102 9 2	-	148 0 0	18 1 0	
Haggerstone, Stone- bridge, All Saints', N.S. 9	407 0 0	1858	10 11 5	-	-	-	5 10 0	
Haggerstone, St. Mary's - N.S. 4	240 0 0	1839	7 3 6	149 10 0	20 0 0	1,245 2 6	16 8 0	
" " " "	114 0 0	1843						
" " " "	7 9 6	1848						
" " " "	20 0 0	1840						
" " " "	25 0 6	1853						
Haggerstone (Hert- ford Place) - B.S.	50 0 0	1838						
Hammersmith - N.S.	150 0 0	1838						
Hammersmith, Asy- lum of the Good Shepherd Reforma- tory - R.C. 7	- - -	-	4 14 2	-	-	-	-	508 13 9
Hammersmith, Brook- Green, Blyth House Reformatory - 2	- - -	-	-	-	-	-	-	225 0 0
Hammersmith, St. Mary's, Practising School - R.C. 2	276 0 0	1852	5 10 0	80 5 0	-	258 0 0	12 18 0	
Hammersmith, St. Paul's - N.S. 6	120 0 0	1837	-	10 10 0	-	11 5 0	-	
" " " "	23 6 8	1855						
Hammersmith, St. Pe- ter's - N.S. 9	- - -	-	-	124 16 8	-	222 18 4	11 2 0	
Hammersmith, St. Pe- ter's and St. Paul's, Ragged School -	200 0 0	1853						
Hampstead, Ch. Ch. N.S. 5	631 16 0	1856	6 13 4	104 3 4	-	138 0 0	54 11 0	
Hampstead Family Home - 2	- - -	-	0 18 4	-	-	-	-	241 0 9
Hampstead, St. John's Par. 3	1,386 0 0	1857	1 7	324 18 4	-	716 14 2	52 14 0	

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	Amount.	Date of Payment.						
MIDDLESEX—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hampstead, St. John's Chapel (Downshire Hill) - N.S. 4	- - -	- - -	13 8 5 ^a	165 16 8	- - -	310 0 0	13 13 0	- - -
Hampstead, St. Mary's R.C. 3	- - -	- - -	- - -	10 0 0	- - -	- - -	- - -	- - -
Hampstead (West End) N.S. 3	110 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
Hampton Wick N.S. 3	30 0 0	1845	2 0 0	85 15 0	- - -	40 8 4	- - -	- - -
Hampton Wick, Free S. N.S. 3	- - -	- - -	- - -	- - -	- - -	4 16 8	- - -	- - -
Hanwell - N.S. 6	329 16 0	1855	6 8 2 ^a	101 11 8	18 15 0	462 7 6	85 18 0	- - -
" Indust. Dep. N.S. 6	- - -	- - -	- - -	- - -	- - -	- - -	- - -	25 6 6
Hanworth - N.S. 6	90 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Harlington and Cranford - N.S. 12	166 0 0	1848	- - -	- - -	- - -	- - -	6 8 0	- - -
Harmondsworth - N.S. 7	75 0 0	1847	- - -	18 15 0	- - -	- - -	- - -	- - -
Harrow Weald - N.S. 6	- - -	- - -	5 17 1 ^a	81 5 0	- - -	413 8 4	13 11 0	- - -
Harp Alley (Far- rington Street) - B.S. 5	- - -	- - -	12 7 10 ^a	239 13 4	70 8 4	510 9 2	94 9 0	- - -
Harrow-on-the-Hill - N.S. 5	250 0 0	1853	13 0 0	- - -	- - -	- - -	- - -	- - -
" " - N.S. 5	240 0 0	1853	- - -	- - -	- - -	- - -	- - -	- - -
" " - N.S. 5	264 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Hart Street, Covent Garden - B.S. 5	400 0 0	1839	6 8 6 ^a	31 13 4	- - -	72 6 8	24 18 0	- - -
" " - B.S. 5	- - -	- - -	577 1 8	- - -	- - -	- - -	- - -	- - -
Hatton Garden, St. Andrew's - Par. 11	- - -	- - -	12 19 0 ^a	156 0 0	- - -	795 5 5	- - -	5 0 0
Hayes - N.S. 6	60 0 0	1837	- - -	- - -	- - -	- - -	- - -	- - -
Hendon, All Saints, Ch. of E. 6	276 0 0	1857	2 1 10 ^a	6 5 0	- - -	- - -	6 5 0	- - -
Hendon - Sch. S. 6	754 0 0	1858	8 15 0 ^a	17 1 8	- - -	12 10 0	- - -	- - -
Highbury, Metropolitan Practising Sch. - 1	250 0 0	1850	40 10 9 ^a	80 0 0	- - -	15 0 0	- - -	- - -
" " - N.S. 6	200 0 0	1853	- - -	- - -	- - -	- - -	- - -	- - -
" " - N.S. 6	280 0 0	1836	- - -	- - -	- - -	- - -	- - -	- - -
Highbury Vale - B.S. 6	- - -	- - -	2 4 2	88 10 0	- - -	117 18 4	42 5 0	- - -
Highgate - N.S. 4	1,800 0 0	1852	16 4 10 ^a	333 13 4	- - -	1,280 10 0	173 17 0	- - -
Highgate, St. Michael's N.S. 4	325 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
" " Night S. 4	- - -	- - -	- - -	- - -	- - -	11 8 9	- - -	69 7 0
" Indust. Dep. N.S. 5	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Hillingdon, Girls and Infants - N.S. 5	25 0 10	1858	- - -	23 6 8	- - -	73 10 0	21 7 0	- - -
" " - N.S. 5	43 10 0	1858	- - -	- - -	- - -	- - -	- - -	- - -
" " - N.S. 5	40 0 0	1858	- - -	- - -	- - -	- - -	- - -	- - -
Hillingdon and Cowley Boys - N.S. 5	22 10 0	1857	- - -	95 16 8	- - -	33 1 8	43 10 0	- - -
" " - N.S. 5	8 16 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Holborn, Dunn's Passage - R.C. 2	- - -	- - -	- - -	43 15 0	- - -	122 16 8	30 9 0	- - -
" Indust. Dep. N.S. 2	- - -	- - -	- - -	- - -	- - -	- - -	- - -	352 14 8
" Night S. N.S. 2	- - -	- - -	- - -	- - -	- - -	7 8 0	- - -	- - -
Holborn, Trinity District N.S. 2	- - -	- - -	7 5 8 ^a	88 5 0	- - -	108 15 0	17 13 0	- - -
Home and Colonial Model School - 8	- - -	- - -	9 13 0 ^a	444 13 4	416 5 0	2,207 16 8	127 15 0	- - -
Homerton - Parl. 2	- - -	- - -	- - -	26 5 0	- - -	16 5 0	17 5 0	- - -
Homerton, Ram's, Episcopal - 1	- - -	- - -	- - -	10 0 0	- - -	11 5 0	- - -	- - -
Home in the East, Reformatory - 3	- - -	- - -	- - -	- - -	- - -	- - -	- - -	566 11 0 ^a
Hornsey - N.S. 4	63 0 0	1848	2 13 4	237 7 6	- - -	766 15 0	41 1 0	- - -
" " - N.S. 4	20 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
" " - N.S. 4	50 0 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
" " - N.S. 4	550 0 0	1843	24 15 0	224 7 6	58 15 0	2,848 13 4	29 12 0	- - -
Hoxton, St. John's N.S. 4	12 18 4	1843	- - -	- - -	- - -	- - -	- - -	- - -
" " - N.S. 4	303 0 0	1843	- - -	- - -	- - -	- - -	- - -	- - -
" " - N.S. 4	20 0 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
" " - N.S. 4	13 6 8	1851	- - -	- - -	- - -	- - -	- - -	- - -
Isleworth Charity Ch. S. 6	- - -	- - -	9 15 0	111 0 0	73 15 0	53 8 4	55 10 0	- - -

^a Scientific apparatus.^b Retiring pension.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- fied Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teachers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Refor- matory and In- dustrial Schools.
	Amount.	Date of Payment.						
MIDDLESEX—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Isleworth, St. Mary's R.C. 2	- - -	- - -	4 3 4	77 1 8	- - -	- - -	14 14 0	- - -
Islington, All Saints' N.S. 11	436 15 0	1853	6 6 11	162 3 4	21 13 4	498 6 8	103 6 0	- - -
Islington, All Saints' District, Sunday, and Infant S.	79 0 0	1843	- - -	- - -	- - -	- - -	- - -	288 4 0
Islington Reformatory - 6	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Islington, St. James' (Holloway) - N.S. 8	*100 0 0	1838	26 4 10	169 16 8	- - -	537 1 8	53 17 0	- - -
" " " - N.S. 8	1,000 0 0	1835	- - -	- - -	- - -	- - -	- - -	- - -
Islington, Chapel of Ease - Par. 3	- - -	- - -	- - -	- - -	- - -	- - -	17 10 0	- - -
Islington (Upper Holloway) St. John's N.S. 11	- - -	- - -	10 4 2	155 15 0	- - -	477 5 0	45 19 0	- - -
Islington, St. John the Evangelist - R.C. 3	- - -	- - -	- - -	- - -	- - -	2 10 0	8 6 0	- - -
Islington, St. Jude's Ch. of E. 3	1,100 0 0	1857	7 10 0	29 3 4	- - -	66 10 0	16 7 0	- - -
Islington, St. Mary's N.S. 4	300 0 0	1843	13 9 6	169 15 10	- - -	754 3 4	27 14 0	- - -
" " " - N.S. 4	100 0 0	1850	- - -	- - -	- - -	- - -	- - -	- - -
" " " - N.S. 4	23 6 8	1852	- - -	- - -	- - -	- - -	- - -	- - -
" " " - N.S. 4	43 16 8	1857	- - -	- - -	- - -	- - -	- - -	- - -
Islington, St. Michael's N.S. 10	- - -	- - -	- - -	208 5 0	53 18 4	634 0 0	64 0 0	- - -
Islington, St. Paul's N.S. 4	*216 0 0	1834	1 17 6	27 10 -0	- - -	3 15 0	3 5 0	- - -
" " " - N.S. 4	*71 0 0	1838	- - -	- - -	- - -	- - -	- - -	- - -
Islington (South) and Pentonville - B.S. 6	500 0 0	1841	15 4 5	223 1 8	60 0 0	1,831 16 8	55 1 0	- - -
" " " - B.S. 6	34 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
Islington, St. Peter's N.S. 9	100 0 0	1841	14 15 6	126 13 4	- - -	676 13 4	57 6 0	- - -
" " " - N.S. 9	324 0 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
" " " - N.S. 9	32 0 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
Islington, St. Stephen's N.S. 1	147 0 0	1843	- - -	- - -	- - -	532 13 4	40 13 0	- - -
" " " - N.S. 1	4 7 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
Islington, St. Thomas' N.S. 10	- - -	- - -	1 13 4	34 5 0	- - -	15 6 0	12 6 0	- - -
Islington, Trinity N.S. 10	- - -	- - -	8 6 8	5 15 0	- - -	7 10 0	10 19 0	- - -
Islington, Union Chapel Church Street - B.S. 5	*200 0 0	1839	9 12 6	64 8 4	- - -	188 15 0	28 16 0	- - -
John Street, Bedford Row - B.S. 5	*500 0 0	1836	- - -	- - -	- - -	- - -	- - -	- - -
John's, St., Wood, Family Home - B.S. 5	- - -	- - -	0 13 4	- - -	- - -	- - -	- - -	- - -
John's, St., Wood - R.C. 2	- - -	- - -	14 5 8	211 6 8	- - -	655 15 0	34 10 0	- - -
John's, St., Wood, St. John's - N.S. 4	23 15 8	1848	27 0 1	387 15 0	- - -	1,177 14 2	61 0 0	- - -
" " " - N.S. 4	16 13 4	1848	- - -	- - -	- - -	- - -	- - -	- - -
Kensall Green, St. John's - N.S. 12	344 0 0	1850	11 16 8	74 11 8	- - -	672 11 8	54 17 0	- - -
" " " - N.S. 12	96 15 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
Kensington, South Museum - B.S. 12	- - -	- - -	121 18 3	- - -	- - -	- - -	- - -	- - -
Kensington (Horton Street) - B.S. 12	*200 0 0	1836	- - -	- - -	- - -	- - -	- - -	- - -
Kensington and Notting Hill - N.S. 9	22 2 6	1837	3 13 4	22 10 0	- - -	60 0 0	19 4 0	- - -
Kensington, St. Barnabas' (Bari St.) - Par. 10	160 0 0	1848	2 5 4	187 15 0	- - -	363 10 0	23 6 0	- - -
Kensington, Ch. Ch. (Gore Lane) - N.S. 11	120 0 0	1840	1 15 7	26 15 0	- - -	30 0 0	- - -	- - -
Kensington District School, Jennings' Buildings - N.S. 11	241 0 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Kensington, Free School 2	- - -	- - -	8 7 6	119 0 0	- - -	300 15 0	7 4 0	- - -
Kensington Gore (Park Lane) - B.S. 2	*30 0 0	1838	- - -	- - -	- - -	- - -	- - -	- - -
Kensington Gravel Pits - N.S. 2	130 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
" " " - N.S. 2	7 16 9	1847	- - -	- - -	- - -	- - -	- - -	- - -
Kensington, Potteries N.S. 2	150 0 0	1843	- - -	- - -	- - -	- - -	- - -	- - -

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, and Diagrams.	Grants to Certi- ficed Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pay- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformat- ory and Indus- trial Schools.
	Amount.	Date of Payment.						
MIDDLESEX—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kensington, Vicar Place R.C. 2	-	-	3 12 33	43 5 0	-	264 10 0	14 0 0	
Kentish Town " N.S. 4	326 0 0	1849	15 7 03	193 5 0	-	464 10 0	33 19 0	
Kenton " " N.S. 4	20 0 0	1849	-	-	-	-	-	
Laleham " " Ch. of E. 6	33 0 0	1852	0 14 83	-	-	-	10 9 0	
Latimer Chapel (Bridge Street, Mile End Road) - B.S. 2	120 0 0	1840	-	10 16 8	-	45 10 0	8 15 0	
Limehouse, St. Anne's N.S. 12	78 10 0	1857	10 1 43	108 15 0	-	980 10 0	70 15 0	
Limehouse, St. Anne's, Sunday and Infants. N.S. 4	464 0 0	1844	-	-	-	-	-	
Limehouse, St. John's N.S. 2	35 0 0	1849	-	-	-	-	-	
Limehouse, St. John's N.S. 2	704 0 0	1854	16 5 7	124 5 0	55 0 0	445 1 8	42 12 0	
Limehouse " " Wes. 6	8 8 6	1855	-	-	-	-	-	
Limehouse " " " 6	312 0 0	1848	22 18 10	198 0 0	-	1,028 17 6	41 13 0	
Limehouse " " " 6	15 0 0	1855	-	-	-	-	-	
Limehouse " " " 6	9 6 8	1857	-	-	-	-	-	
Lisson Grove " B.S. 6	-	-	-	-	-	37 6 8	-	
Lisson Grove, St. Paul's (The Bentinck Schools) 3	1,923 0 0	1858	8 6 83	73 10 0	-	142 0 0	45 2 0	
Lisson Street (New Road) Destitute Girls' Industrial Refuge - 1	-	-	-	-	-	-	-	392 19 0B
London, Aldersgate Ward (Packington Schools) - 6	-	-	-	92 15 0	50 0 0	70 16 8	2 11 0	
London, Diocesan Board of Education - 6	-	-	38 19 03	-	-	-	-	
London, Langbourne Ward - N.S. 1	-	-	2 0 0	-	-	-	-	
London, East (Johnson Street) - R.C. 1	-	-	-	-	-	714 5 0	26 14 0	
London, East (14, Red Lion Street, Wapping) - R.C. 2	-	-	17 16 9	36 15 0	-	138 13 4	32 10 0	
London, East (Shoe Black Society) Refuge and Reformatory - 6	-	-	-	-	-	-	-	452 14 0B
London, Unitarian Domestic Mission School (Chapel Street, Cripplegate) - 6	-	-	20 12 113	155 5 10	-	407 10 0	23 5 0	
London, Fox and Knot Court - B.S. 3	-	-	-	28 3 4	-	-	12 12 0	
London, Moor Lane, St. Bartholomew's Ch. of E. 9	-	-	-	3 6 8	-	-	-	
London, North-west Reformatory - 5	-	-	-	-	-	-	-	2,878 14 4B
London, First School N.S. 3	-	-	-	14 3 4	-	17 10 0	-	
London, Second School (Shoe Lane, Holborn) - 3	71 10 0	1838	9 0 0	72 3 4	-	117 16 8	41 13 0	
London, Tower Ward Charity - 9	-	-	-	26 12 6	-	-	-	
London (City of) Fourth School, Fire Hall Court, Houndsditch - N.S. 3	55 6 8	1858	6 1 73	59 0 0	-	97 13 4	34 2 0	
Maida Hill Industrial Refuge - 3	-	-	-	-	-	-	-	338 13 0B
Martin's, St., in the Fields (Adelaide Place) - N.S. 4	60 0 0	1855	-	150 5 0	-	1,205 6 8	23 10 0	
Martin's, St., in the Fields, Northern N.S. 4	629 0 0	1855	7 1 43	167 2 6	-	563 6 8	23 16 0	
" " " " 4	234 1 6	1855	-	-	-	-	-	

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensioners.	Grants on account of Assist- ant Teach- ers.	Grants to Papil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformat- ory and Indus- trial Schools
	Amount.	Date of Payment.						
MIDDLESEX—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mary-le-bone Cen- tral N.S. 5	- - -	-	- - -	74 13 4	23 2 6	63 6 8	22 14 0	
Mary-le-bone, Christ's Chapel - N.S. 10	*165 0 0 25 0 0 42 0 0	1837 1848 1857	10 6 0	- - -	- - -	713 0 0	101 4 0	
Mary-le-bone, Ch.Ch. N.S. 10	- - -	-	12 7 10	134 3 4	91 13 4	678 13 4	87 15 0	
Mary-le-bone, Eastern, Boys - N.S. 9	- - -	-	11 2 7	61 13 4 138 16 8	- - -	1,372 1 8 580 10 0	68 0 0 18 14 0	
Mary-le-bone, Girls Mary-le-bone, Grotto Passage Ragged School 2	- - - - - - - - -	- - -	- - - - - - -	- - - - - - -	- - - - - - -	- - - - - - -	- - - - - - -	384 11 11
Mary-le-bone, Hill Street, Dorset Square, Reformatory S. - 2	- - - - - - -	- - -	- - - - - - -	- - - - - - -	- - - - - - -	- - - - - - -	- - - - - - -	444 6 92
Mary-le-bone, Nutford Place Diocesan - 4	- - - - - - -	- - -	10 18 6	186 5 0	- - -	565 5 0	42 1 0	
Mary-le-bone, Presby- terian School - 2	- - - - - - -	- - -	1 9 11	- - -	- - -	133 0 0	- - -	
Mary-le-bone, St. James' E.C. 1	- - - - - - -	- - -	8 14 3	85 16 8	- - -	591 5 0	13 12 0	
Mary-le-bone, St. Mary's, Western N.S. 3	- - - - - - -	- - -	20 11 7	89 6 8	- - -	1,414 15 0	- - -	
Mary-le-bone, St. Mat- thew's - N.S. 10	- - - - - - -	- - -	- - -	5 7 6	- - -	- - -	25 5 9	
Mary-le-bone, Trinity N.S. 10	- - - - - - -	- - -	35 11 8	111 0 0	- - -	802 11 8	110 10 0	
Metropolitan Church Schoolmasters' Asso- ciation - - -	- - - - - - -	- - -	21 13 5	- - -	- - -	- - -	- - -	
Metropolitan, West, Jews School (Red Lion Square) - 1	- - - - - - -	- - -	- - -	35 0 0	- - -	- - -	- - -	
Mile End, New Town, Church Street - B.S. 5	- - - - - - -	- - -	4 19 9	40 16 8	- - -	57 6 8	30 19 0	
Millwall - B.S.	252 0 0	1848	- - -	- - -	- - -	- - -	- - -	
Mimms, South - N.S.	*75 0 0	1837	- - -	- - -	- - -	- - -	- - -	
Moor Street, Edgware Road - B.C. 1	- - - - - - -	- - -	3 6 8	- - -	- - -	29 0 0	- - -	
Muswell Hill, St. James' N.S. 7	112 10 0 5 10 0	1850 1858	2 1 8	- - -	- - -	8 17 0	- - -	
New North Road, Min- tern Street, Hoxton Wes. 2	1,360 0 0	1856	16 13 4	42 5 0 21 13 4	8 6 8	84 13 4 2 10 0	4 5 0 28 11 0	
Northwood - Ch. of E. 3	- - - - - - -	- - -	- - -	3 4 2	82 3 4	32 10 0	9 10 0	
Notting Hill, St. John's Ch. of E. 9	- - - - - - -	- - -	- - -	18 15 0	- - -	4 16 8	- - -	
Notting Hill, Horbury B.S. 2	- - - - - - -	- - -	- - -	- - -	- - -	- - -	- - -	
Old Street Road, St. Mark's N.S. 5	410 0 0	1857	9 7 5	11 5 0	- - -	14 13 4	8 0 0	
Paddington, All Saints' N.S. 12	180 0 0	1852	15 11 7	163 18 4	- - -	558 0 0	40 12 0	
Paddington Green, St. Mary's - N.S. 11	*250 0 0	1834	- - -	199 1 8	- - -	1,279 16 8	52 10 0	
Paddington, Harrow Road, Woodfield Dis- trict - N.S. 3	- - - - - - -	- - -	1 13 8	11 13 4	- - -	2 10 0	8 4 0	
Paddington, Home Reformatory - 2	- - - - - - -	- - -	- - -	- - -	- - -	- - -	- - -	257 18 28
Paddington, St. John's N.S. 12	- - - - - - -	- - -	9 7 2	241 17 6	- - -	820 3 4	22 10 0	
Pancras, St. - N.S. 4	- - - - - - -	- - -	4 9 5	309 16 8	47 5 0	1,587 2 6	16 14 0	
Pancras, St. Brook Street, New Road, Reformatory 6	- - - - - - -	- - -	- - -	- - -	- - -	- - -	- - -	205 8 00
Pancras, St., Ch.Ch. N.S. 4	*320 0 0 33 6 8 27 18 4 157 16 0 26 10 4	1838 1852 1853 1857 1858	20 11 7	201 10 0 6120 0 0	20 16 8	1,371 10 0	18 8 0	71 19 4

a Scientific apparatus.

6 Retiring pension.

Schools aided by Parliamentary Grants.

611

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
MIDDLESEX—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Pancras, Euston Road, Boys' Home	- - -	- - -	- - -	- - -	- - -	- - -	- - -	7 10 0
Pancras, St., St. John the Evangelist's, N.S. 6	- - -	- - -	- - -	42 0 0	- - -	233 13 4	45 17 0	- - -
Pancras, St., East, Britannia Street, Gray's Inn Road - N.S.	45 0 0	1840	11 16 7	- - -	- - -	- - -	- - -	182 19 0B
Pancras, "St., Dutton Street, The Regent Square National and Infant Schools - N.S. 10	550 0 0 45 0 0	1844 1852	- - -	195 0 0	45 0 0	1,482 8 4	43 15 0	- - -
Pancras, St., Holy Trinity - N.S. 4	819 0 0	1851	22 6 83	202 1 8	55 0 0	842 7 0	16 6 0	- - -
Pancras, St., Percy Chapel, The Russell School - 9	*50 0 0 6 10 0	1835 1850	6 0 112	149 10 0	- - -	342 10 0	7 0 0	- - -
Pancras, St., Woburn Chapel - Epis. 9	- - -	- - -	2 12 74	30 0 0	- - -	120 0 0	6 15 0	- - -
Pentonville, Infants Ch. of E. 10	- - -	- - -	2 1 11	56 0 0	- - -	75 0 0	18 2 0	- - -
Pimlico, St. Barnabas', N.S. 1	400 0 0 10 0 0	1847 1854	5 17 9	101 0 0	- - -	319 5 0	- - -	- - -
Pimlico, Buckingham Chapel (Palace Street) B.S.	*100 0 0	1834	- - -	- - -	- - -	- - -	- - -	- - -
Pimlico, Eaton Chapel - N.S. 2	- - -	- - -	- - -	23 18 4	- - -	- - -	3 6 0	- - -
Pimlico, St. Michael's - N.S. 2	355 0 0 708 0 0	1850 1857	25 12 04 09 10 0	237 18 4	- - -	817 18 4	51 5 0	- - -
Pimlico, St. Peter's N.S. 12	- - -	- - -	12 11 3	56 10 0	- - -	468 0 0	30 0 0	- - -
" Night School	- - -	- - -	- - -	- - -	- - -	10 0 0	- - -	- - -
Ponder's End - N.S. 4	85 0 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
Poplar and Blackwall B.S. 7	- - -	- - -	18 15 04	39 12 6	30 0 0	107 12 6	- - -	- - -
Poplar (Regent St.) B.S. 7	- - -	- - -	- - -	44 0 0	- - -	368 0 0	63 7 0	- - -
Poplar, All Saints' (Wade Street) R.C. 1	- - -	- - -	9 3 3	60 0 0	- - -	447 1 8	13 10 0	- - -
Portland Town, Family Home - 2	- - -	- - -	- - -	- - -	- - -	- - -	- - -	156 13 6B
Portman Chapel - Ch.S. 4	- - -	- - -	12 12 0	119 12 6	- - -	264 0 0	45 15 0	- - -
Portman Square - N.S. 4	- - -	- - -	6 2 34	42 10 0	- - -	1,032 1 8	5 0 0	- - -
Potter's Bar - N.S. 5	- - -	- - -	- - -	- - -	- - -	- - -	8 6 0	- - -
Queen Street, Great, Wes. 5	- - -	- - -	9 19 24	226 5 0	- - -	640 19 2	30 5 0	- - -
Radnor Street, St. Luke's (City Road) Wes. 6	*225 0 0 222 0 0 24 0 0 16 18 8 21 0 0 070 0 0	1839 1843 1840 1840 1856 1857	5 12 84	145 0 0	- - -	1,637 12 6	52 18 0	- - -
" " " " " "	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
" " " " " "	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
" " " " " "	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
" " " " " "	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Ratcliff Cross, St. James' - N.S.	150 0 0 100 0 0	1841 1853	- - -	- - -	- - -	- - -	- - -	- - -
Saffron Hill, St. Peter's (Onslow Street) - N.S. 4	187 0 0	1853	7 18 2	174 6 8	- - -	498 5 0	38 2 0	- - -
Sepulchre's, St. (Within) Ball's Court, Boys N.S. 12	22 10 0	1848	7 16 82	84 11 8	- - -	129 8 4	17 14 0	- - -
St. Sepulchre's, Girls N.S. 12	- - -	- - -	- - -	20 3 4	- - -	32-10 0	10 15 0	- - -
Shepherd's Bush, St. Stephen's - N.S. 5	- - -	- - -	11 2 1	21 5 0	- - -	81 13 4	45 0 0	- - -

a Scientific apparatus.

Schools aided by Parliamentary Grants.

613

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Grati- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
MIDDLESEX—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Teddington, Public N.S. 4	- - -	-	3 1 6½	27 0 0	- - -	22 10 0	9 11 0	
Tollington Park, St. Mark's - N.S. 4	- - -	-	2 19 2½	- - -	- - -	7 5 0	3 14 0	
Tottenham - N.S. 7	72 0 0	1842	5 6 5	144 0 0	- - -	114 3 4	33 18 0	
" - " -	3 12 4	1849	- - -	- - -	- - -	- - -	- - -	
Tottenham, Asylum, Girls - N.S. 6	- - -	-	2 0 0	- - -	- - -	- - -	- - -	501 6 102
Tottenham Green, Industrial School - 6	- - -	-	- - -	10 16 8	- - -	35 8 4	- - -	
Tottenham, Holy Trinity - N.S. 6	93 0 0	1848	14 3 4	- - -	- - -	- - -	7 2 0	
Tottenham, Lancas- terian School - 5	- - -	-	8 8 9½	- - -	- - -	337 16 8	13 16 0	
Tottenham, Girls - B.S. 5	- - -	-	- - -	- - -	- - -	14 0 0	20 0 0	
Turnham Green, Boys N.S. -	100 0 0	1850	- - -	- - -	- - -	- - -	13 10 0	
Turnham Green, In- fant School - 12	- - -	-	- - -	- - -	- - -	- - -	12 19 0	
Twickenham Com- mon (Archdeacon Cambridge's) - N.S. 5	90 0 0	1842	2 17 0	45 0 0	- - -	427 16 10	38 8 0	
" - " -	45 0 0	1849	- - -	- - -	- - -	- - -	- - -	
" - " -	143 0 0	1857	- - -	- - -	- - -	- - -	- - -	
Twig Folly (Beth- nal Green) - B.S. 6	*250 0 0	1836	- - -	- - -	- - -	- - -	- - -	
Uxbridge - B.S. 6	*100 0 0	1836	4 1 8½	12 10 10	- - -	96 1 8	- - -	
Uxbridge Moor, St. John's - N.S. -	94 0 0	1847	- - -	- - -	- - -	- - -	- - -	
" - " -	70 0 0	1853	- - -	- - -	- - -	- - -	- - -	
Walham Green, or Fulham, St. John's N.S. 5	*175 0 0	1836	1 11 8	90 16 8	- - -	255 13 4	58 7 0	
" - " -	100 0 0	1847	- - -	- - -	- - -	- - -	- - -	
" - " -	261 0 0	1848	- - -	- - -	- - -	- - -	- - -	
Wapping, Gravel Lane Wes. 5	- - -	-	3 6 8½	45 0 0	10 8 4	73 10 0	29 8 0	
Wapping, St. John's B.S. -	*175 0 0	1835	- - -	- - -	- - -	- - -	- - -	
Westbourne - N.S. 11	- - -	-	16 0 10½	209 10 0	- - -	548 7 6	46 7 0	
Westminster (Arch- bishop Tenison's S.) - 10	- - -	-	7 3 3½	- - -	- - -	284 0 0	- - -	
Westminster, Blue Coat School -	- - -	-	- - -	40 0 0	- - -	- - -	- - -	
Westminster, Ch.Ch. N.S. 2	500 0 0	1847	12 1 4	139 4 2	- - -	428 10 0	14 16 0	
" - " -	35 7 0	1858	- - -	- - -	- - -	- - -	- - -	
Westminster, Church Schoolmasters' Asso- ciation -	- - -	-	2 15 0	- - -	- - -	- - -	- - -	
Westminster, Coburg Row, Ragged School - 2	- - -	-	- - -	- - -	- - -	- - -	- - -	205 16 102
Westminster, Dacre Street Reformatory - 2	- - -	-	- - -	- - -	- - -	- - -	- - -	176 10 02
Westminster, Solio, St. Anne's - N.S. 2	- - -	-	6 13 1½	117 8 4	- - -	247 12 6	4 4 0	
Westminster, St. Edward's - R.C. 3	- - -	-	3 2 6	8 5 0	- - -	4 16 8	- - -	
Westminster, St. James' (Marshall Street) - N.S. 1	- - -	-	27 13 2½	228 5 0	20 0 0	1,709 5 10	37 0 0	
" - " -	- - -	-	- - -	255 0 0	- - -	- - -	- - -	
Westminster, St. James' Oratory School, Swallow Street, Piccadilly 1	*50 0 0	1839	6 15 3½	117 0 0	- - -	171 0 0	- - -	
" - " -	- - -	-	- - -	120 0 0	- - -	- - -	- - -	
Westminster, Curzon Street Chapel - N.S. 10	- - -	-	6 7 3½	144 0 0	- - -	252 5 0	42 15 0	
Westminster, National Society's Central N.S. 3	- - -	-	38 19 0½	120 11 8	- - -	295 10 0	17 18 0	
Westminster, Hanover Square, St. George's, District - N.S. 9	- - -	-	- - -	110 15 0	- - -	451 10 0	- - -	

* Retiring pension.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
MIDDLESEX—cont.								
Westminster, Hanover Square, St. George's United Day School - 9	-	-	-	94 13 4	-	585 10 0		
Westminster, Knightsbridge, All Saints' N.S. 1	-	-	-	102 0 0	-	130 10 0	16 3 0	
Westminster, Old Pye Street School - 2	-	-	-	-	-	-	-	319 13 0
Westminster, St. Clement Deane - N.S. 3	-	-	-	13 0 0	-	2 10 0		
Westminster, St. Luke's (Berwick Street) N.S.	*250 0 0	1839	5 7 6					
Westminster, St. Margaret's and St. John's - N.S. 1	*600 0 0	1835	5 16 11	227 10 0	-	910 10 0	80 0 0	
Westminster, Tothill Fields, St. Mary's, Vincent Square - N.S. 1	738 0 0 6 15 0	1850 1857	28 17 9	235 10 0	-	1,384 13 4	38 8 0	
Westminster, St. Mary's R.C. 2	1,000 0 0	1858	8 10 7	60 7 6	-	64 1 8	16 4 3	
Westminster, St. Stephen's (Rochester Row) - N.S. 1	-	-	6 6 8	365 16 8	-	1,797 17 6	23 4 0	
Westminster, South Molton Lane - R.C. 4	-	-	-	-	-	3 15 0	2 19 0	
Westminster, Wesleyan Practising School - 1	2,500 0 0 150 0 0	1852 1855	78 4 5	615 0 0	417 1 8	1,649 10 0	75 17 0	
Whitechapel, " - P.U. 6	-	-	-	-	-	106 10 0		
Whitechapel, St. Mark's - N.S. 11	200 0 0 204 0 0	1842 1845	2 14 9	169 6 8	-	461 0 0	19 1 0	
Whitechapel, Probationary Refuge - 6	-	-	-	-	-	-	-	214 13 6
Whitechapel, Refuge, Industrial School - 4	-	-	-	-	-	-	-	1151 8 5
Whitechapel, St. Mary's (St. Jude's District) - N.S. 3	302 0 0	1847	-	-	-	-	-	
Whitechapel, Society's N.S. 3	-	-	3 0 9	80 0 0	-	125 10 0		
Whitecross Place (Wilson Street, Finsbury) - B.S. 1	452 0 0	1843	-	-	-	-	-	
Whitelands, Upper, Model - 1	-	-	-	92 13 4	-	130 5 10	9 17 0	
Whitelands, Lower, Practising - 1	-	-	-	151 3 4	-	236 18 4	7 10 0	
Whitelands, Female Practising School - 5	327 10 4	1853	10 3 4	-	-	-	-	
Whitton, Industrial S. - 5	250 0 0	1858	2 0 0	3 6 8	-	-	6 3 0	
Willcuden, Ch. of Eng. - 1	-	-	-	-	-	-	-	
Wycliffe Chapel, Philpot Street, Commercial Road B.S. 1	*150 0 0	1835	-	-	-	-	-	
MONMOUTHSHIRE.								
Abergavenny - N.S. 10	350 0 0	1849	5 3 2	310 0 0	-	316 0 0	65 0 0	
Abertillery - N.S. 10	588 0 0	1856	6 5 0	26 5 0	-	30 0 0	11 17 0	
Abertillery - B.S. 10	-	-	3 6 7	28 5 0	-	56 13 4	36 11 4	
Beaufort (The) - B.S. 10	-	-	1 10 11	11 5 0	-	-	11 9 0	
Beaufort, Dr. Bevan's B.S. 8	-	-	-	-	-	8 6 8	8 11 0	
Blackwood - B.S. 1	224 0 0	1846	-	-	-	-	-	
" - B.S. 1	53 6 8	1857	-	-	-	-	-	
Blacknafon - N.S. 11	116 0 0	1849	2 13 7	-	-	351 2 8	-	

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
MONMOUTHSHIRE—cont.								
Blaina " B.S. 10	-	-	28 9 7½	199 8 4	25 0 0	1,187 5 0	144 13 0	
Chapel Hill and Tintern Parva " N.S. 7	-	-	-	10 0 0	-	15 0 0	2 0 0	
Chepstow " N.S. 10	*64 0 0	1836	9 4 2½	143 15 0	-	301 0 0	16 9 0	
Chepstow, Infants " N.S.	40 0 0	1858	-	-	-	-	-	
Courty-bella " N.S. 10	150 0 0	1853	-	-	-	-	-	
Crumlin and Llan- hilleth " N.S. 10	700 0 0	1840	15 11 4	90 0 0	-	836 3 4	115 15 0	33 17 0
Cwmjoy " N.S. 11	120 0 0	1846	1 13 4	-	-	-	7 1 0	
Cwmjoy " N.S. 10	75 0 0	1843	-	-	-	-	-	
Ebbw Vale " N.S. 10	140 0 0	1858	-	-	-	-	-	
Ebbw Vale Works B.S.	-	-	5 10 10½	-	-	39 16 8	42 15 0	
Ebbw Vale, Victoria B.S. 10	-	-	3 5 0½	-	-	-	14 4 0	
Goytre " N.S.	65 0 0	1852	-	-	-	-	-	
Llanarth " N.S. 10	74 0 0	1854	-	-	-	-	-	
Llandeud " Ch. of E.	59 0 0	1857	1 0 0½	51 0 0	-	-	10 6 0	
Llangatock, Lin- goed (James Da- vies) " N.S.	45 0 0	1848	-	-	-	-	-	
Llantrissent " N.S.	85 0 0	1849	-	-	-	-	-	
Llanwenarth " N.S.	50 0 0	1844	1 0 0	-	-	-	-	
Magor " N.S.	6 3 8	1858	-	-	-	-	-	
Manhillad and Llan- vihangel " N.S.	203 6 0	1858	1 15 0	-	-	-	-	
Manhillad and Llan- vihangel " N.S.	168 0 0	1858	-	-	-	-	-	
Monmouth " N.S.	370 13 4	1856	-	-	-	-	-	
Newport-on-Usk " N.S. 10	*275 0 0	1840	13 9 11½	359 15 0	-	1,061 0 0	46 5 6	
" " " N.S.	46 0 0	1855	-	-	-	-	-	
" " " N.S.	87 5 0	1858	-	-	-	-	-	
Newport-on-Usk " B.S.	*75 0 0	1836	-	-	-	-	-	
Newport-on-Usk, Infants " R.C.	820 0 0	1857	3 9 6	-	-	-	-	
Newport-on-Usk, St. Mary's " R.C. 5	-	-	9 13 5½	73 10 0	-	826 5 0	49 10 0	
Pillgwenilly " N.S. 10	-	-	2 2 3	7 10 0	-	26 15 0	-	
Pontnewynydd " N.S. 10	300 0 0	1846	8 19 7	108 0 0	-	399 10 0	26 9 0	
" " " N.S.	38 14 0	1854	-	-	-	-	-	
" " " N.S.	12 13 8	1855	-	-	-	-	-	
" " " N.S.	14 0 0	1857	-	-	-	-	-	
Pontyogof School " 10	-	-	-	-	-	-	-	
Pontypool, Charity " N.S. 10	*114 0 0	1840	12 0 1½	89 7 6	-	874 15 0	16 4 0	
" " " N.S.	16 0 0	1852	-	-	-	-	36 8 0	
" " " N.S.	5 15 10	1852	-	-	-	-	-	
" " " N.S.	100 0 0	1852	-	-	-	-	-	
Rhymney Iron Works School " 10	-	-	10 15 0½	93 3 4	-	33 6 0	32 2 0	
Rhymney Iron Works " N.S. 8	-	-	-	46 10 0	-	152 0 0	55 11 0	
Risca " B.S. 10	-	-	4 0 2½	55 5 0	-	69 16 8	22 3 0	
Rockfield " N.S. 10	-	-	-	-	-	-	-	
Sirhowy " B.S. 10	-	-	8 4 2½	-	-	37 15 0	22 9 0	
Skenfretth " N.S.	24 0 0	1843	-	-	-	-	-	
" " " N.S.	21 0 0	1851	-	-	-	-	-	
Tintern Abbey " N.S.	*70 0 0	1840	-	-	-	-	-	
Usk, Endowed School "	-	-	3 10 4	-	-	-	-	
NORFOLK.								
Alburgh " N.S.	75 0 0	1848	-	-	-	-	-	
Aldeby " N.S.	36 0 0	1841	-	-	-	-	-	
Ashwick and Leziate " N.S. 2	181 0 0	1856	-	20 3 4	-	-	7 5 6	
Aylsham " N.S. 11	175 0 0	1849	3 19 2½	31 0 0	-	115 8 4	-	
Banham " N.S. 3	-	-	3 0 0½	-	-	-	3 18 0	
Barnham Broome " N.S. 10	66 10 0	1842	-	53 5 0	-	11 5 0	15 0 0	
Beighton " N.S.	100 0 0	1857	-	-	-	-	-	

Schools aided by Parliamentary Grants.

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	Amount.	Date of Payment.						
NORFOLK—cont.								
Bergh Apton . . . N.S. 10				84 0 0		62 10 0	23 11 0	
Bilney, West . . . N.S.	*70 0 0	1834						
Bingham, Mixed S. . . 11			5 0 0	4 2 6			4 13 0	
Bradenham, West. N.S. 11	382 8 0	1854	27 10 0				52 7 0	
" " " " " " " "	240 0 0	1856						
" " " " " " " "	17 10 0	1853						
Brisley . . . N.S. 10	50 0 0	1844					2 6 0	
" " " " " " " "	22 0 0	1847						
Briston . . . N.S.	65 0 0	1845						
Brockdish . . . N.S.	34 0 0	1845						
Brooke . . . N.S.	*30 0 0	1838						
Buckenham, New . . . N.S.			1 13 4					
Burnham, Westgate N.S. 10	320 0 0	1851	5 6 5	96 15 0		294 16 8	48 3 0	22 9 0
" " " " " " " "						10 17 3		
Caistor . . . Par. Sch. 11	160 0 0	1850	3 12 6	12 10 0			8 18 0	
" " " " " " " "	41 0 0	1858						
Caistor, Infants' School . . . N.S. 11	*29 0 0	1834						
Carbrooke . . . N.S.				6 13 4			3 3 0	
Castle Acre . . . N.S.	72 7 0	1840						
Castle Rising . . . N.S. 1			2 0 2	60 0 0		67 10 0	32 14 0	
Caston, Mixed S. . . 11				8 6 8				
Cattfield . . . N.S.	63 0 0	1854	1 0 0					
Chedgrave . . . N.S. 11	50 0 0	1844	3 1 1	20 0 0		46 10 0	23 10 0	
" " " " " " " "	236 0 0	1856						
Claxton and Hel- lington . . . N.S.	45 0 0	1848						
Clenchwarton . . . N.S.	73 0 0	1846						
Coltishall . . . N.S.	100 0 0	1847						
Colton . . . N.S.	105 0 0	1855						
Costessy . . . B.S. 4	*65 0 0	1837		13 15 0			7 7 0	
Costessy . . . N.S.	*50 0 0	1836						
Creake, North . . . N.S. 11			2 11 4	29 0 0		8 15 0	11 17 0	
Croxton . . . N.S.	50 0 0	1847						
Denton . . . N.S.	64 10 0	1841						
" " " " " " " "	25 0 0	1856						
Doopham . . . N.S.			1 4 6					
Dereham, East . . . B.S. 4	160 0 0	1841		15 0 0			6 18 0	
" " " " " " " "	30 0 0	1843						
Dorham, East . . . N.S. 11	140 0 0	1841	6 17 6					
Diss . . . N.S. 11	107 17 5	1848	2 10 13	16 6 8			10 17 0	
Ditchingham . . . N.S. 10	*50 0 0	1840	2 6 7	27 10 0			22 16 0	
" " " " " " " "	50 0 0	1846						
" " " " " " " "	31 0 0	1852						
Docking . . . Par. 5			3 10 4	10 0 0			8 6 0	
Downham Market . . . N.S. 12	162 10 0	1842	8 2 8	146 5 0		331 16 8	26 8 0	
" " " " " " " "	17 17 0	1852						
" " " " " " " "	24 0 0	1857						
Elmhurst, North . . . N.S.	*30 0 0	1836						
Fakenham . . . N.S. 11	200 0 0	1849	6 1 1	262 10 0	4 3 4	418 3 4	111 8 0	
" " " " " " " "	73 13 4	1854		23 15 0				
" " " " " " " "	61 7 0	1854						
Fakenham . . . B.S.	183 0 0	1845						
" " " " " " " "	120 0 0	1848						
Fincham . . . N.S.	120 0 0	1849	3 5 6					
Fornett, St. Mary's . . . N.S. 11			1 9 7			14 3 4		</

a Retiring pension.

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	Amount.	Date of Payment.						
NORFOLK—cont.								
Halvergate - N.S. 10	202 8 9	1855	2 0 0	17 10 0	-	-	16 2 0	
Harpley - N.S.	62 0 0	1846						
Heigham, (Potter) - N.S.	70 0 0	1846						
Heigham - N.S.	280 0 0	1849	1 10 8					
Hempnall - N.S.	150 0 0	1848						
Hethersett - N.S. 11				15 0 0				
Hilgay - N.S.	*75 0 0	1838						
Hindolveston - N.S.	75 0 0	1847						
Hindringham - N.S.	55 0 0	1845						
Hingham - N.S. 11	51 10 0	1842		32 1 8			8 3 0	
Holme Hale - N.S.			2 15 5					
Hockwold-cum-Wil- ton - N.S. 3	62 10 0	1841	3 10 11	42 10 0	-	409 11 8	31 8 6	
" " - N.S.	4 14 0	1847						
" " - N.S.	41 16 8	1855						
Holt - N.S. 10	100 0 0	1843	2 3 6	22 10 0	-	15 0 0	17 6 0	
Holkham - N.S. 11			3 5 0	37 0 0	-	75 0 0	20 10 0	
Horningham and East Tuddenham - N.S.			2 3 11					
Langley - N.S. 11				30 10 0	-		17 10 0	8 1 0
Lakenham, St. Mark's - N.S. 11	150 0 0	1848	8 18 5	114 19 2	-	421 16 8	56 16 0	
" " - N.S.	16 0 0	1853						
" " - N.S.	73 6 8	1853						
" " - N.S.	20 14 8	1853						
" " - N.S.	19 6 4	1855						
" " - N.S.	35 0 0	1858						
" " - N.S.	125 0 0	1858						
Litcham - N.S. 2			1 13 4	4 3 4	-			5 10 0
Loddon - N.S. 10			8 3 5	157 4 2	-			
Lynn, St. John's - N.S. 12	47 10 0	1849				314 13 4	68 17 6	
Lynn, St. John's - N.S.	508 13 4	1854						
Lynn, King's - B.S. 4	461 10 0	1847	16 16 6	103 0 0	-	634 10 0	60 2 0	
Lynn, King's - B.S.	38 0 0	1855						
Lynn, St. Mar- garet's - N.S. 11	441 15 0	1850	24 15 9	235 2 6	-	896 8 4	53 11 3	
" " - N.S.	88 10 0	1853						
" " - N.S.	102 0 0	1857						
Lynn, South, All Saints' - N.S. 2	95 0 0	1843	4 18 0	143 13 4	-	687 0 10	77 11 0	
" " - N.S.	72 3 4	1852						
" " - N.S.	35 0 0	1854						
" " - N.S.	232 10 0	1858						
Marham - N.S.	53 0 0	1843						
Marham Reformatory - N.S.								101 1 3
Marshland Smeeth - N.S.	200 0 0	1838						
Martham - N.S.			2 6 8					
Massingham - N.S.	*50 0 0	1837						
Mileham - N.S.	*50 0 0	1835						
Mitford - P.U. 1						70 10 0		
Norwich (Miss Marti- neau's Female Indus.S.) 4			1 6 8	2 10 0	-	18 15 6	6 15 6	
Norwich, St. Mar- tin's-at-Oak - N.S.	340 0 0	1846						
" " - N.S.	24 0 0	1856						
Norwich, St. Mar- tin's-at-Palace - N.S.			2 10 2					
Norwich, St. Mi- chael's (Princes Street) - B.S.	60 0 0	1840						
Norwich, Model (Boys) - N.S. 11	185 0 0	1851	8 6 8	145 13 4	55 0 0	1,508 5 0	75 0 0	
Norwich, Model (Girls) - N.S. 11			6 5 0	128 0 0	-	1,236 10 6	33 0 0	
Norwich, New City, (Union Place, Higham) - B.S. 4	*100 0 0	1840	1 10 10	12 10 0	-	3 15 0	13 14 0	
" " - B.S.	50 0 0	1843						
Norwich, Octagon Chapel - B.S. 4			3 19 10	45 10 0	-	269 10 0	20 15 0	

a In separate buildings of different tenure.

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	Amount.	Date of Payment.						
NORFOLK—cont.								
Norwich, St. Ste- phen's - N.S. 10	-	-	9 13 11	95 0 0	-	130 12 6	39 6 0	-
Norwich, St. Swithin's - N.S.	45 0 0	1842	-	-	-	-	-	-
Ormesby - N.S.	83 0 0	1851	-	-	-	-	-	-
Outwell - N.S.	225 0 0	1843	1 11 6	-	-	-	-	-
Pockthorpe, St. James' - N.S.	71 5 0	1855	-	-	-	-	-	-
Pulham, St. Mary - N.S.	32 0 0	1845	1 4 0	-	-	-	-	-
Magdalen's - N.S.	262 0 0	1858	-	-	-	-	-	-
Rodehall - N.S. 10	132 0 0	1852	6 1 4	-	-	49 11 8	12 18 4	1 4
Reedham - N.S. 10	112 10 0	1840	1 6 8	79 11 8	-	77 15 0	-	-
Reepham, St. Mary's - N.S. 12	50 0 0	1845	-	7 10 0	-	-	-	-
Rockland, All Saints' - N.S. 11	11 4 0	1853	-	-	-	159 10 0	-	-
Rockland, St. Mary's - N.S.	35 0 0	1853	-	-	-	-	4 19 0	-
Rancton and Holme - N.S.	36 0 0	1841	0 13 4	-	-	-	-	-
Rancton, North - N.S. 3	40 0 0	1840	-	-	-	-	12 0 0	-
Runham and Thrigby - N.S. 11	-	-	-	17 10 0	-	-	-	-
Ruston, East - N.S.	216 0 0	1856	1 4 10	-	-	-	4 10 0	-
Ranton - N.S. 5	37 0 0	1846	-	-	-	-	-	-
Rylburgh, Great - N.S. 11	-	-	4 0 0	-	-	-	11 16 0	-
Saham Toney - N.S.	-	-	1 2 11	67 16 8	-	171 15 0	14 15 0	-
Salhouse - N.S.	*35 0 0	1837	-	-	-	-	-	-
Sculthorpe - N.S. 11	60 0 0	1845	-	-	-	-	-	-
Sedgeford - Ch. of E. 2	3 0 0	1847	-	-	-	-	-	-
Sheringham - N.S.	62 0 0	1841	1 0 2	-	-	-	6 5 0	-
Southery - N.S.	-	-	-	28 15 0	-	11 5 0	19 6 0	-
Southwood and Limpenehoe - N.S.	-	-	1 16 0	-	-	-	-	-
Starston - N.S. 10	60 0 0	1844	-	-	-	-	-	-
Stibbard - N.S.	26 10 0	1851	1 13 4	-	-	-	-	-
Stiffkey - N.S.	145 10 0	1858	-	7 10 0	-	-	6 15 0	-
Surlingham - N.S.	-	-	1 6 8	-	-	-	-	-
Swaffham - N.S.	*20 0 0	1838	-	-	-	-	-	-
Swanton Morley - N.S. 10	1 1 2	1839	-	-	-	-	-	-
Syderstone - N.S. 11	*100 0 0	1839	-	-	-	7 10 0	-	-
Tatterset with Tat- ford - N.S.	120 0 0	1852	-	-	-	99 3 4	16 10 0	-
Taverham - N.S. 12	-	-	1 6 6	61 13 4	-	-	-	-
Terrington, St. Cle- ment's - N.S. 3	237 0 0	1858	1 6 8	9 3 4	-	-	-	-
Thetford - N.S.	70 0 0	1852	-	-	-	-	-	-
Thetford - E.S.	70 0 0	1852	-	-	-	-	-	-
Thornham - N.S. 2	70 0 0	1844	2 6 8	-	-	117 10 0	21 14 8	-
Thorp - N.S.	14 0 0	1857	-	-	-	-	-	-
Thorp-Hamlet - N.S. 12	*75 0 0	1836	-	-	-	-	-	-
Thurton - N.S.	41 0 0	1841	4 14 8	12 0 0	-	2 10 0	-	-
Tilney, All Saints' - N.S. 12	-	-	-	36 13 4	-	2 10 0	8 15 0	-
Topcroft - N.S.	209 0 10	1854	3 6 8	-	-	-	13 19 0	-
Trowse Newton - N.S. 11	46 0 0	1858	-	-	-	-	-	-
Trunch - N.S.	37 0 0	1849	-	-	-	-	-	-
Walpole, St. An- drew's - N.S.	180 0 0	1845	2 2 9	-	-	15 0 0	-	-
Walsham, North - N.S.	54 0 0	1848	-	-	-	-	-	-
Walsham, Little - N.S.	70 0 0	1846	-	-	-	-	6 10 0	-
Walsingham - N.S. 11	52 0 0	1853	-	-	-	-	-	-
Walsham, North - N.S.	93 0 0	1849	-	-	-	-	-	-
Walsham, Little - N.S.	-	-	2 19 7	-	-	-	-	-
" - N.S.	3 18 0	1851	7 17 2	-	-	-	-	-
" - N.S.	7 0 0	1854	-	-	-	-	-	-
" - N.S.	21 0 0	1854	-	-	-	-	-	-
" - N.S.	5 5 0	1855	-	-	-	-	-	-
Walsingham - N.S. 11	-	-	-	219 6 8	-	347 13 4	85 14 0	-

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion. Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
NORFOLK—cont.								
Walsoken - N.S.	280 0 0	1858						
Watton - N.S.	83 0 0	1842						
	5 6 8	1843						
Walton, West - N.S.	76 0 0	1844	3 5 9					
Wicklewood - N.S. 12							5 11 0	
Wiggenhall - N.S.	65 0 0	1842	1 15 0					
Winch, East - N.S.	50 0 0	1843						
Winch, West - N.S.	*32 0 0	1838	1 9 0					
Winfarthing - Ch. S.	124 10 0	1855						
Winterton - N.S. 11	169 0 0	1849	8 15 10	136 13 4		346 1 8	49 3 0	9 4 6
	102 14 6	1856						
Worstead - N.S. 11	80 0 0	1845	3 2 3	29 0 0		179 12 6	38 15 0	
	141 15 0	1854						
Wortwell - N.S. 11				38 6 8		52 10 0	10 9 0	
Wymondham - N.S. 12	18 12 0	1858	1 10 7	13 15 0		15 0 0	5 14 0	
Yarmouth, Great - B.S. 4	35 10 0	1856	9 9 1	53 5 0		481 15 0	50 0 0	
Yarmouth, Great, Blue Coat S.			1 11 0					
Yarmouth, Great, Charity, Ch. S. 12			1 14 1	30 5 0		238 6 8		
Yarmouth, Great, St. Nicholas' - N.S. 12	720 10 0	1853	27 9 7	197 1 8	97 18 4	927 11 8	77 6 0	
Yarmouth, Great, St. Peter's - N.S. 12	526 0 0	1851	25 13 5	250 11 3	25 0 0	1240 16 8	128 12 0	
Yarmouth, Great, School- masters' Association			4 0 0					
Yaxham - N.S.	60 0 0	1844						
" - "	32 0 0	1850						
NORTHAMPTONSHIRE.								
Barnack - N.S. 11				25 0 0		12 10 0	14 9 0	
Braunston - N.S.	90 0 0	1847						
Braybrooke - N.S.	*25 0 0	1837						
Brayfield-on-the-Green - N.S. 11				31 6 8		32 10 0	7 15 0	
Brington, Great - N.S. 11			2 0 0	46 15 0		115 0 0	31 4 0	
Broughton - N.S. 11			1 1 10				1 14 0	
Bugbrooke - N.S. 12	125 0 0	1845	8 0 0	25 0 0		32 10 0	57 17 0	
" - "	27 0 0	1846						
" - "	31 0 0	1858						
Ryfield - Ch. of E. 11				8 6 8				
Burton Latimer, En- dowed Free School - 11	80 0 0	1852	1 14 3			15 0 0	3 6 0	
Burton Latimer, In- fant - S. 11				8 6 8			1 1 0	
Chipping Warden - N.S. 11							12 3 0	
Cogenhoe - N.S.	45 0 0	1843						
Corby - B.S. 11				13 15 0		75 0 0	6 2 0	
Cosgrove - N.S.	90 0 0	1845						
Cottingham-cum-Mid- dleton - N.S.	183 0 0	1857						
Creton, Great - N.S.	100 0 0	1845	5 19 0					
Cranford - N.S. 11							1 8 0	
Crick, Girls and In- fants - N.S.	60 0 0	1847						
Crick, Boys - N.S.	60 0 0	1848						
Croughton - Ch. of E. 11			1 10 3	5 10 8		23 6 8	27 0 0	
Culworth - N.S.			4 3 4					
Dallington - N.S.	52 0 0	1842	1 13 4					
Daventry - B.S. 11			3 8 6	39 16 8		29 0 0	16 0 0	
Desborough - N.S. 11	47 0 0	1844		42 10 0				
Eydon - N.S. 12			4 0 10	44 0 0		45 0 0	35 2 0	
Eye - N.S.	324 7 6	1857						
Finedon, Endowed Free School - 12	70 0 0	1854		28 15 0		52 10 0	15 6 0	
Gayton - N.S.	56 0 0	1846						

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Qualified Teachers, and for Retiring Pensions.	Grants on account of Assistant Teacher- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Missresses.	Capita- tion Grants.	Grants to Refugee at and Industrial School
	Amount.	Date of Payment.						
NORTHAMPTONSHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Gilton with Peakirk N.S.	110 0 0	1846						
Hargrave - Ch. of E.	123 12 0	1858						
Harlestone - N.S. 12	- - -	- - -	1 13 4	97 12 6	- - -	- - -	24 3 0	
Harpole - N.S. 12	- - -	- - -	1 6 9	20 0 0	- - -	- - -	44 3 0	
Harrold, Little, En- dowed Free School	70 0 0	1851	1 4 2					
" " "	179 0 0	1858						
Helmdon - N.S.	176 0 0	1856						
Irechester - N.S.	120 0 0	1849						
Kettering - N.S. 12	- - -	- - -	5 0 0	92 2 6	- - -	142 0 0	47 14 0	
Kettering - B.S.	*250 0 0	1835	1 5 8	41 5 0	- - -	- - -	4 4 0	
Kilsby - N.S. 11	*30 0 0	1839	- - -	12 10 0	- - -	- - -	- - -	
Kingshorpe - N.S. 12	85 0 0	1841	1 5 0				32 10 0	17 14 0
Killingbury - N.S.	- - -	- - -	1 6 8	64 11 8	- - -	- - -	12 1 8	15 7 0
Middleton Cheney - N.S. 11	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Milton - N.S. 12	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Moulton and Over- stone - N.S. 12	110 0 0	1843	1 13 6	35 5 0	- - -	- - -	- - -	5 16 0
Naseby - N.S. 11	92 0 0	1846	- - -	- - -	- - -	- - -	24 15 10	- - -
Northampton, All Saints' - N.S. 11	*316 0 0	1840	15 14 0	370 10 0	- - -	1,928 5 0	83 6 0	
" " "	11 0 0	1848						
" " "	117 15 0	1849						
" " "	825 0 0	1855						
Northampton, All Saints' (South Quarter), Infants N.S. 11	- - -	- - -	3 0 1	110 13 4	- - -	147 0 0	17 11 0	
Northampton, Blue Coat S. - 11	- - -	- - -	0 16 8	11 10 0	- - -	- - -	- - -	- - -
Northampton - B.S.	640 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
Northampton Church Schoolmasters' Asso- ciation -	- - -	- - -	9 4 0					
Northampton, St. Edmund's - N.S.	436 0 0	1853	2 13 1					
Northampton, St. Giles' - Par. 11	48 0 8	1858	23 14 6	181 16 8	- - -	851 8 4	44 2 0	8 11 0
Northampton, St. Katherine's - N.S. 11	230 0 0	1845	5 13 5	100 16 8	39 3 4	463 5 0	34 11 0	
" " Night S. 11	7 0 0	1849	- - -	- - -	- - -	3 11 6	- - -	- - -
Northampton, St. Peter's - N.S. 11	276 0 0	1856	3 19 1	8 6 8	- - -	45 0 0	15 5 0	
Northampton, St. Sepulchre's - N.S. 11	420 0 0	1846	13 0 1	32 13 4	- - -	527 0 0	17 12 0	
" " " - N.S. 11	40 0 0	1850	- - -	- - -	- - -	- - -	- - -	- - -
Northampton, Society's Reformatory - 10	- - -	- - -	- - -	- - -	- - -	- - -	- - -	250 7 0
Orlingbury - N.S.	103 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
Oundle - N.S. 12	133 0 0	1842	5 5 1	58 15 0	- - -	251 12 6	83 15 0	
" " "	58 0 0	1844	- - -	- - -	- - -	- - -	- - -	- - -
" " "	4 10 6	1848	- - -	- - -	- - -	- - -	- - -	- - -
" " "	53 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Oundle - B.S. 7	- - -	- - -	8 17 2	69 7 6	- - -	367 6 8	49 10 0	
Paston, Mixed S. 11	- - -	- - -	- - -	12 10 0	- - -	- - -	11 13 0	
Peterborough, Boys N.S.	219 15 0	1851	- - -	- - -	- - -	- - -	- - -	- - -
" Girls - 11	51 0 0	1855	2 5 8	72 6 8	- - -	191 6 8	41 19 0	
" Infants - 7	- - -	- - -	27 10 0	- - -	- - -	122 10 0	25 18 4	
Peterborough - B.S. 7	*150 0 0	1837	3 1 0	23 10 0	- - -	15 0 0	22 4 0	
Peterborough, New England, St. Mark's N.S. 12	- - -	- - -	5 0 0	36 0 0	- - -	15 0 0	17 7 0	
Piddington - N.S.	- - -	- - -	1 15 4	- - -	- - -	- - -	- - -	- - -
Pitshley, Endowed Ch. of E.	52 10 0	1844	- - -	- - -	- - -	- - -	- - -	- - -
Rockingham - N.S. 12	163 10 6	1857	3 19 7	82 5 0	- - -	295 16 8	19 12 0	
Rothwell - B.S.	*100 0 0	1835	- - -	- - -	- - -	- - -	- - -	- - -
Sibbertoft - N.S.	60 0 0	1843	0 11 1	- - -	- - -	- - -	- - -	- - -
Silverstone - N.S.	- - -	- - -	2 2 8	- - -	- - -	- - -	- - -	- - -
Silverstone - Wes. 4	- - -	- - -	2 0 0	4 2 6	- - -	- - -	21 12 0	

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupit- teachers, and Gratu- ities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
NORTHAMPTONSHIRE—cont.								
Spratton - N.S. 10	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stanwick - N.S.	*54 0 0	1840	2 10 6	-	-	-	3 13 0	
Sutton, King's - N.S.	180 0 0	1847	-	-	-	-	-	
Thornhaugh - N.S. 11	-	-	-	120 0 0	-	14 3 4	23 7 0	
Thrapstone - N.S. 11	112 10 0	1831	2 12 5	3 15 0	-	-	1 14 8	
Thrapstone - B.S. 11	-	-	-	-	-	-	20 13 0	
Titchmarsh - N.S.	120 0 0	1843	2 5 10	-	-	19 6 8	-	
Towcester - N.S. 11	6 0 0	1851	-	-	-	-	-	
Weedon (Lois) - N.S.	213 15 0	1851	-	11 13 4	-	-	-	
Welford and Sulby, Endowed School -	96 0 0	1848	-	-	-	-	-	
Wellingborough, Free- man's Endowed - 11	79 10 0	1852	2 0 3	-	-	-	-	
Whitfield - N.S.	*25 0 0	1838	-	13 6 8	-	-	0 10 0	
Wilbarston - N.S.	33 0 0	1846	-	-	-	-	-	
Woodford - Ch. of E.	-	-	-	-	-	-	10 14 0	
Wootton - N.S.	*46 0 0	1839	-	-	-	-	-	
NORTHUMBERLAND.								
Acklington - N.S. 2	-	-	2 6 8	113 6 8	-	97 13 4	31 9 0	
Acomb, Township - Ch.S.	-	-	1 6 8	27 10 0	-	-	-	
Allenheads - N.S. 9	650 0 0	1840	-	-	-	78 8 4	-	
Allenheads, St. Peter's N.S. 9	30 0 0	1847	-	-	-	223 0 0	35 4 0	
Alnwick (Duke of Northumberland's) N.S. 12	-	-	-	154 3 4	-	166 10 0	-	11 10 0
Alnwick - B.S. 6	127 0 0	1840	-	22 3 4	-	-	-	
Alnwick, St. John's - B.C. 7	-	-	1 8 4	47 10 0	-	149 16 8	4 8 0	
Alnwick - N.S. 12	315 0 0	1850	5 12 2	19 3 4	-	757 0 10	31 15 0	
Alnwick, Endowed Cor- poration School - 1	100 0 0	1853	-	-	-	-	-	
Amick - Ch. of E. 10	-	-	6 13 4	10 0 0	-	-	14 10 0	
Bavington, Great Pres- Belford - N.S. 8	-	-	-	49 10 0	-	-	-	
Belford - Pres. Bellingham, Endowed Free School - 11	*58 0 0	1837	2 6 0	8 13 0	-	-	-	
Bellingham, Endowed Free School - 11	98 5 0	1852	2 7 9	-	-	-	-	
Berwick-upon-Tweed, Boys, Charity Sch. - 4	15 0 0	1857	3 6 8	27 15 0	-	-	8 10 0	
Berwick-upon-Tweed, Infants - B.S. 8	-	-	25 5 4	177 15 0	-	525 15 0	46 15 0	
Berwick-upon-Tweed, Girls, Charity, Ch. of E. 4	70 0 0	1841	-	69 15 0	-	342 10 0	29 13 8	
Berwick-upon-Tweed R.C. 8	34 3 3	1858	-	-	-	-	-	
Berwick-upon-Tweed, English, Presby- terian School - 7	615 0 0	1857	-	16 10 0	-	90 0 0	11 15 0	
Berwick-upon-Tweed P.U. 9	-	-	1 13 4	-	-	-	7 11 0	
Broomhaugh, Vil- lage - N.S. 3	-	-	-	18 15 0	-	-	15 1 0	
Cambo - N.S. 2	35 0 0	1857	-	-	-	56 13 4	-	
Chatton - N.S.	-	-	1 5 6	43 15 0	-	-	11 18 0	
Chillingham - N.S.	*45 0 0	1835	-	64 10 0	-	52 10 0	7 13 0	
Corbridge - N.S. 2	*45 0 0	1835	2 1 0	-	-	-	-	
Cornhill - N.S. 3	412 0 0	1856	5 0 0	51 0 0	-	65 8 4	28 16 0	
Crookham - N.S.	*40 0 0	1838	-	-	-	-	12 3 0	
Crookham, Presby- terian School - 7	104 10 0	1842	1 0 9	-	-	-	-	
Crookham, Presby- terian School - 7	-	-	3 15 0	23 15 0	-	13 6 8	15 12 0	

a This school has been pulled down.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Furniture.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficate Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reforma- tory and Indus- trial Schools.
	Amount.	Date of Payment.						
NORTHUMBERLAND—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Eldon - - - N.S. 3	- - -	- - -	2 12 2	16 10 0	- - -	262 7 6	- - -	- - -
Earsdon - - - N.S. 5	- - -	- - -	4 3 4	32 10 0	- - -	32 10 0	12 17 0	- - -
Falstone - - - B.S. 8	- - -	- - -	- - -	11 5 0	- - -	- - -	4 4 0	- - -
Featherstone Ch. of E.S.	- - -	- - -	2 6 8	- - -	- - -	- - -	- - -	- - -
Ford - - - Ch. of E.	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Ganton - - - and Pres. 5	- - -	- - -	- - -	3 15 0	- - -	- - -	- - -	- - -
Harbottle - - - N.S. 8	*36 0 0	1836	- - -	12 10 0	- - -	- - -	9 18 0	- - -
Hartburn - - - N.S. 3	85 0 0	1844	- - -	- - -	- - -	30 12 6	- - -	- - -
- - - - - 5	5 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
Heddon-on-the-Wall - N.S. 5	200 0 0	1854	7 14 6	113 8 4	- - -	254 10 10	73 13 9	- - -
Hexham, St. Mary's R.C. 7	- - -	- - -	4 11 4	27 10 0	- - -	114 3 4	55 4 0	- - -
Hexham, Subscrip- tion School - - - 12	550 0 0	1856	19 0 10	121 10 0	- - -	336 0 0	28 3 0	- - -
Holywell Colliery - B.S. 8	*25 0 0	1838	1 7 7	- - -	- - -	- - -	- - -	- - -
Horncliffe - - - B.S. 8	- - -	- - -	1 17 4	68 5 0	- - -	43 15 0	15 15 0	- - -
Horsley, Long - - - Par. 2	- - -	- - -	3 19 1	- - -	- - -	- - -	- - -	- - -
Houghton, Long - N.S. 2	- - -	- - -	2 6 8	25 0 0	- - -	31 8 4	7 5 0	- - -
Hewden Pans - - - B.S. 6	50 0 0	1840	3 2 1	- - -	- - -	- - -	- - -	- - -
Kenton - - - N.S. 5	121 0 0	1847	1 17 8	5 0 0	- - -	21 5 0	3 6 0	- - -
Kieldar - - - B.S. 6	- - -	- - -	0 11 3	- - -	- - -	12 1 8	29 5 0	- - -
Killingworth, Colliery S. 6	- - -	- - -	- - -	- - -	- - -	25 0 0	1 13 0	- - -
Knaresdale - - - N.S. 11	- - -	- - -	1 18 4	12 10 0	- - -	- - -	- - -	- - -
Kirk Whelpington - Par. 2	- - -	- - -	- - -	9 12 6	- - -	- - -	- - -	- - -
Lesbury - - - Ch. of E. 2	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Lillwood Subs. Sch. - N.S. 5	56 0 0	1847	2 2 8	- - -	- - -	- - -	- - -	- - -
Longhurst - - - N.S. 5	75 0 0	1842	1 5 6	- - -	- - -	12 10 0	10 4 0	- - -
Lowick - - - B.S. 8	30 0 0	1840	1 4 9	33 15 0	- - -	- - -	- - -	- - -
Lowick - - - B.S. 8	- - -	- - -	2 0 0	- - -	- - -	- - -	- - -	- - -
Lucker - - - Par. 2	- - -	- - -	1 13 4	- - -	- - -	- - -	- - -	- - -
Melkridge - - - N.S. 12	*30 0 0	1837	3 2 8	17 10 0	- - -	34 0 0	13 17 0	- - -
Mickley Colliery Sch. - 7	- - -	- - -	2 13 0	50 0 0	- - -	31 5 0	17 19 0	- - -
Morpeth, Presbyte- rian - - - 8	*200 0 0	1839	3 19 5	14 3 4	- - -	42 0 0	4 0 0	- - -
Morpeth, Borough or Corporation School - N.S. 1	200 0 0	1848	7 13 4	231 8 4	- - -	691 12 6	30 3 4	- - -
Morpeth, St. James' - 1	67 0 0	1853	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - - 5	9 6 8	1856	- - -	- - -	- - -	- - -	- - -	- - -
Newbrough, " Boys N.S. 11	99 1 8	1854	1 18 1	48 15 0	- - -	- - -	0 18 0	- - -
Newcastle-upon-Tyne, Castle Garth or St. Nicholas - - - N.S. 5	*150 0 0	1840	5 0 0	63 0 0	- - -	148 0 0	33 18 4	- - -
- - - - - 5	28 0 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
Newcastle, Church Schoolmasters' Asso- ciation - - - 7	- - -	- - -	6 8 4	- - -	- - -	- - -	- - -	- - -
Newcastle, Jubilee B.S. 7	- - -	- - -	6 16 2	66 0 0	30 0 0	267 0 0	77 0 0	- - -
Newcastle, Clergy Trade (Upper S.) - - - 5	- - -	- - -	- - -	15 6 8	- - -	- - -	- - -	- - -
Newcastle, Clergy Jubilee Trade, (Lower S.) - - - 5	- - -	- - -	- - -	38 3 4	- - -	28 0 0	9 12 6	- - -
Newcastle, Ragged Sch. 11	852 0 0	1855	6 2 6	- - -	- - -	- - -	- - -	354 0 0
Newcastle, St. Andrew's N.S. 3	*166 0 0	1839	11 13 1	181 13 4	14 11 8	1,187 7 6	79 5 8	- - -
- - - - - 3	1,130 0 0	1867	- - -	- - -	- - -	- - -	- - -	- - -
Newcastle, St. Andrew's R.C. 7	243 0 0	1856	17 9 2	279 16 8	- - -	1,753 15 0	80 3 0	44 15 0
- - - - - Night S. 8	- - -	- - -	- - -	- - -	- - -	50 0 0	- - -	- - -
Newcastle, Arthur's Hill School - - - 8	335 0 0	1857	- - -	10 0 0	- - -	31 10 0	- - -	- - -
Newcastle, Reforma- tory - - - 7	- - -	- - -	- - -	- - -	- - -	- - -	- - -	374 3 6
Newcastle, St. John's N.S. 5	*335 0 0	1838	31 3 6	210 10 0	- - -	1,119 11 8	55 4 7	- - -
- - - - - 5	90 9 4	1858	- - -	- - -	- - -	- - -	- - -	- - -
Newcastle, St. Mary's R.C. 9	- - -	- - -	6 8 3	28 15 0	- - -	24 16 8	7 4 0	- - -

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
NORTHUMBERLAND—cont.								
Newcastle, St. Thomas' N.S. 5	130 0 0	1852	-	136 13 4	22 10 0	888 12 6	5 10 18	
Newcastle (Sallyport) B.S. 6	-	-	-	16 13 4	-	-	-	
Newcastle, Orphan House, Wes. 6	1172 0 0	1858	8 6 8	10 16 8	-	35 0 0	-	
Ninebanks - N.S. 12	0 0 0	1844	-	-	-	-	-	
" - N.S. 35	0 0 0	1848	-	-	-	-	-	
Norham - N.S. 4	121 0 0	1846	8 4 1 1/2	31 0 0	-	462 10 0	8 19 0	
Ord, East - B.S. 35	0 0 0	1840	-	-	-	-	-	
Ovington - N.S. 3	60 0 0	1846	4 3 4	13 15 0	-	93 0 0	-	
" - " 23	0 0 0	1851	-	-	-	-	-	
" - " 10	5 8	1851	-	-	-	-	-	
Rochester - N.S. 3	63 0 0	1842	4 2 8	-	-	539 4 2	37 15 0	
Scremerston - N.S. 103	0 0 0	1858	4 6 8	68 1 8	-	-	-	
Seaton Burn - B.S. 20	0 0 0	1836	-	-	-	-	-	
Shieldfield, All Saints N.S. 5	862 0 0	1858	8 5 11 1/2	25 10 0	-	34 0 0	8 2 0	
Shields, North - N.S. 300	0 0 0	1840	-	-	-	-	-	
Shields, North, Pres- byterian School - 5	250 0 0	1844	3 14 4	75 3 4	77 15 0	416 0 0	36 10 0	
Shields, North - R.C. 7	-	-	8 6 4	118 19 2	-	480 4 2	53 2 0	
Shields, North, Union B.S. 6	*225 0 0	1839	5 11 0 1/2	44 0 0	-	163 0 0	9 15 0	
Shoreswood - N.S. 4	124 0 0	1846	3 10 7 1/2	32 10 0	-	157 16 8	18 5 0	
" - N.S. 11	9 0	1853	-	-	-	-	-	
Sighill - N.S. 276	0 0 0	1858	2 14 2 1/2	-	-	-	-	
Simonburn - N.S. 275	0 0 0	1839	-	-	-	-	-	
Spittle - B.S. 130	0 0 0	1857	2 1 8	-	-	-	6 15 0	
Stamfordham - R.C. 10	*190 0 0	1838	-	-	-	-	-	
Sugleyfield - N.S. 7	-	-	2 18 4	12 7 6	-	-	13 8 0	
Walbottle Colliery S. - B.S. 7	*20 0 0	1841	32 10 0	-	-	26 2 6	31 0 0	
Warrenton - N.S. 70	0 0 0	1849	1 13 4 1/2	-	-	-	-	
Whitley Chapel - N.S. 4	50 0 0	1847	12 8 4 1/2	118 6 8	-	111 18 4	51 10 8	
Whittonstall - N.S. 60	0 0 0	1857	-	-	-	-	-	
" - N.S. 26	10 0	1842	-	-	-	-	-	
Wingates - N.S. 1	-	-	1 17 0	-	-	-	-	
Witton (Nether) - N.S. 2	18 7 1/2	1838	-	-	-	-	-	
Wooler - N.S. 213	10 0	-	86 0 0	-	-	48 15 0	43 16 8	
Wooler, Presbyterian S. - 8	-	-	5 6 8	10 0 0	-	10 0 0	-	
Wylam, Village - B.S. 7	526 0 0	1857	-	-	-	-	-	
NOTTINGHAMSHIRE.								
Averham - N.S. 172	0 0 0	1845	1 13 4	-	-	-	-	
Arnold - N.S. 70	0 0 0	1858	-	-	-	-	-	
Balderton - N.S. 4	283 0 0	1847	2 0 8 1/2	15 0 0	-	-	14 6	
" - N.S. 51	0 0 0	1858	-	-	-	-	-	
Barnby-in-the-Wil- lows - N.S. 4	57 0 0	1851	-	-	-	-	4 12 0	
Basford - N.S. 4	390 0 0	1846	2 19 3	-	-	3 15 0	8 8 0	
Beckingham - N.S. 3	222 0 0	1855	1 4 0	41 5 0	-	-	15 13 0	
Beeston - N.S. 4	*144 0 0	1835	3 4 0	36 5 0	-	43 15 0	30 10 0	
Besthorpe - N.S. 4	40 10 0	1845	-	-	-	-	-	
Bingham - N.S. 4	-	-	4 10 7 1/2	21 5 0	-	26 0 0	22 9 0	
Bingham - Wes. 1	-	-	2 10 0	16 10 0	-	-	5 11 0	
Blidworth - N.S. 4	425 0 0	1848	2 6 8	-	-	-	-	
Brancote - N.S. 4	*50 0 0	1837	20 10 8	-	-	-	8 9 0	
Calverton - N.S. 3	-	-	-	-	-	-	2 10 0	
Carrington - N.S. 3	*75 0 0	1836	3 7 5 1/2	72 10 0	-	52 11 8	26 14 0	
" - N.S. 35	0 0 0	1857	-	-	-	-	-	
Chilwell - N.S. 3	246 0 0	1856	1 9 0	8 15 0	-	-	-	
Coddington - N.S. 53	0 0 0	1847	3 12 2 1/2	-	-	-	-	
" - N.S. 18	9 0	1847	-	-	-	-	-	
Collingham, North - N.S. 2	-	-	2 14 7 1/2	-	-	-	-	
Collingham, South - N.S. 4	*30 0 0	1840	4 9 11 1/2	53 2 6	-	306 0 0	31 0 0	
" - N.S. 13	0 0 0	1845	-	-	-	-	-	
" - N.S. 552	11 6	1855	-	-	-	-	-	

a Scientific apparatus.

b This grant was made to the two schools, North and South Collingham.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupils, teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
NOTTINGHAMSHIRE—cont.								
Collingham - - - Wes. 10	330 0 0	1856	3 6 8	37 10 0	-	25 15 0	19 7 8	
Oostock - - - N.S.	50 0 0	1841						
Cotes, Old - - - N.S.	50 0 0	1837						
Dunham - - - N.S. 3	215 0 0	1845	1 6 3	-	-	49 3 4	1 15 0	
Eastwood - - - N.S. 4	60 0 0	1837	3 2 6	84 5 9	-	177 5 0	68 6 0	
" - - - "	45 0 0	1856						
" - - - "	50 0 0	1837						
Elston, All Saints' - N.S.	123 0 0	1856	1 13 4					
Epperstone - - - N.S. 3	303 0 0	1856	2 15 5	11 9 2	-	-	8 9 0	
Eardon - - - N.S.	233 0 0	1853						
Farnfield - - - Wes. 12	-	-	4 0 0	-	-	51 10 0	31 14 0	
Gringley-on-the-Hill, N.S. 4	244 16 0	1856	-	15 2 6	-	3 15 0	3 0 0	
Hawthornthwaite, Ch. of E.	0 0 0	-	-	-	-	-	2 8 0	
Hucknall Torkard, N.S. 4	404 0 0	1855	8 6 3	71 5 0	-	89 0 0	29 10 0	
Hyson Green, St. Paul's - - - N.S. 3	149 0 0	1843	5 5 11	74 3 4	22 10 0	122 8 4	66 1 0	
" - - - "	16 16 0	1837						
Kingston-upon-Soar, N.S. 5	-	-	1 0 8	14 0 0	-	-	-	
Lambley - - - N.S.	90 0 0	1851						
Lenton - - - N.S. 3	150 0 0	1842	23 12 6	320 6 8	55 0 0	1,211 8 4	117 19 0	
" - - - "	10 2 6	1843	11 10 0					
" - - - "	80 0 0	1850						
" - - - "	135 0 0	1852						
" - - - "	55 0 0	1853						
" - - - "	230 0 0	1856						
" - - - "	14 0 0	1856						
Lowdham - - - N.S. 4	100 0 0	1844	5 3 0	46 0 0	-	75 5 0	30 12 0	
" - - - "	179 5 0	1853						
" - - - "	14 10 0	1856						
Mansfield - - - Wes. 12	-	-	8 0 0	44 0 0	-	47 10 0	23 8 0	
Mansfield Woodhouse - N.S. 4	200 0 0	1846	4 3 4	47 0 0	-	15 0 0		
Mansfield Woodhouse - Wes. 1	-	-	3 10 5	24 0 0	-	211 15 0		
Newark-upon-Trent, N.S.	123 0 0	1838						
Newark-upon-Trent, Ch. Ch. - - - N.S. 3	65 0 0	1849	21 3 5	54 3 4	43 15 0	432 16 8	37 2 0	
" - - - "	380 0 0	1850						
" - - - "	30 0 0	1856						
" - - - "	22 10 0	1837						
" - - - "	618 0 0	1853						
" - - - "	300 0 0	1858						
Newark-upon-Trent - - - Wes. 10	273 0 0	1837	18 10 1	187 10 0	-	810 13 4	50 8 10	
Newark-upon-Trent, King Street, Infant N.S. 3	-	-	-	-	-	10 16 8	4 13 0	
Newthorpe, Infants N.S.	50 0 0	1841						
Nottingham, Holy Trinity - - - N.S. 3	603 0 0	1847	31 9 7	291 18 4	-	1,225 13 4	35 19 0	
" - - - "	5 3 4	1848	11 16 8					
" - - - "	150 0 0	1855						
" - - - "	100 0 0	1855						
" - - - Night S. 3	-	-	-	-	-	11 15 0		
Nottingham, High Pavement - B.S. 12	-	-	2 6 7	34 3 4	-	308 6 8		
Nottingham, Canal Street - B.S. 12	550 0 0	1833						
Nottingham, Derby Road - B.S. 12	174 0 0	1853	6 11 7	13 15 0	-	38 5 0		
Nottingham, St. Barnabas' - R.C. 9	-	-	9 5 1	148 1 8	-	235 10 0	43 10 0	
Nottingham, (Rutland Street), St. James' Infants N.S. 3	-	-	-	24 13 4	-	70 0 0	22 6 0	
Nottingham, St. John's N.S. 3	517 0 0	1847	9 10 6	88 18 4	-	559 2 4	34 17 0	
Nottingham, St. Mary's (Barker Gate) - N.S.	300 0 0	1834	-	54 16 8	60 0 0	93 16 8	39 19 0	
" - - - "	92 17 0	1843						
" - - - "	135 10 0	1856						

a Scientific apparatus.

b This school is pulled down.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
NOTTINGHAMSHIRE—cont.								
Nottingham, St. Mary's (Plumtree Street) N.S.	444 0 0	1856						
Nottingham, St. Mary's R.C. 9	-	-	17 19 4	170 6 8	-	1,108 16 4	60 18 0	
Nottingham, St. Ma- thew's N.S. 3	649 0 0	1858	11 3 4	-	-	1 5 0		
Nottingham, School of Industry - 3	-	-	-	-	-	19 16 8	10 10 0	
Nottingham, St. Paul's, N.S. 3	-	-	-	3 5 0	-	2 10 0		
Ollerton - N.S. 4	150 0 0	1842	22 2 9	161 15 0	-	273 0 10	131 2 0	
	86 17 8	1856						
Radford, Old - N.S. 3	150 0 0	1841	3 15 6	8 15 0	-	75 0 0		
Radford, New - N.S. 3	454 0 0	1852	3 18 5	57 13 4	-	52 6 8	10 16 0	
Retford, East - N.S. 5	743 0 0	1853	10 7 3	-	-	129 6 8		
Snenton - N.S. 3	*150 0 0	1837	3 4 2	139 18 4	-	134 5 10	43 12 0	
Southwell, Holy Trinity - N.S. 3	165 0 0	1848	-	93 0 0	-	278 13 4	65 3 0	
Stapleford - N.S. 4	-	-	2 16 6	53 0 0	-	75 0 0	16 0 0	
Sturton - N.S. 3	51 8 0	1853	2 5 0	39 0 0	-	20 0 0	4 6 0	
Sutton in Ashfield - N.S. 4	300 0 0	1847	11 13 5	33 15 0	23 15 0	119 7 6	37 19 0	
" " "	16 13 4	1849						
" " "	20 5 0	1858						
Sutton in Ashfield (Eastfield Side) - B.S.	*125 0 0	1836						
Sutton Bonnington N.S. 4	160 0 0	1845	4 9 7	26 5 0	-	22 10 0	6 18 0	
" " "	40 0 0	1845						
" " "	183 0 0	1858						
" " "	43 16 2	1858						
Sutton-upon-Trent - N.S.	*50 0 0	1838						
Trowell - N.S. 4	-	-	-	12 10 0	-	-	6 1 0	
Wakeringham, Ch. of E. 3	-	-	-	-	-	-	2 0 0	
Weston, Endowed Ch. of E.	-	-	1 10 1	-	-	-	-	
Workshop Abbey - N.S. 3	100 0 0	1841	15 11 4	-	-	402 2 6	8 8 0	
" " " - 6 1 0	-	1848						
Workshop, Castle Hill, N.S. 3	-	-	3 16 1	25 13 4	-	36 14 2	6 5 0	
Workshop, St. Mary's, R.C. 9	-	-	1 11 8	26 13 4	-	-	19 3 0	
OXFORDSHIRE.								
Adderbury - N.S.	179 4 0	1855						
" " " - 100 0 0	-	1857						
Ascendon - R.C. 3	-	-	2 4 3	8 5 0	-	91 13 4	4 0 0	
Aston Rowant - N.S.	70 0 0	1844						
Aston-in-Bampton - N.S.	286 4 0	1857						
Baldon - N.S.	-	-	1 16 0	147 15 0	29 3 4	679 6 8	80 7 0	
Balscott - N.S.	-	-	1 12 0	91 13 4	-	797 16 8	98 15 0	
Banbury - N.S. 5	-	-	11 10 8	91 13 4	-	-	-	
Banbury - B.S. 10	80 0 0	1853	9 9 10	91 13 4	-	-	-	
" " " - 76 0 0	-	1858		440 0 0	-	-	-	
Banbury, Central, Infants - B.S. 10	-	-	2 8 8	29 8 4	-	361 15 10	37 4 0	
Banbury, St. John's R.C. 3	-	-	5 3 4	59 0 0	-	195 5 0	23 15 0	
Beckley - N.S. 5	-	-	3 15 1	21 5 0	-	118 10 10	30 19 6	103 9 8
Benson - N.S. 6	127 10 0	1852	2 6 3	40 0 0	-	275 8 4	38 17 0	12 15 0
" " " - 4 3 4	-	-		43 15 0	-	167 0 0	41 15 0	
Bicester - N.S. 4	*45 0 0	1836						
Bradwell - Ch. of E. 6	-	-	1 0 0	-	-	27 10 0		
Broughton-Pogis-cum- Filkins - Ch. of E. 5	86 3 0	1857	1 5 0	44 1 8	-	42 1 8	8 5 0	
Burford and Fulbrooke, N.S. 4	-	-	-	3 15 6	-	3 15 0		
Cadmore-End - N.S. 5	129 0 0	1854	-	6 8 4	-	-	2 15 0	
Chadlington, Infants N.S. 6	-	-	-	21 18 4	-	38 15 0	16 9 0	
Charlbury - B.S. 10	-	-	2 5 4	-	-	-	3 19 0	
Cherwell, Infants - B.S. 10	-	-	1 11 3	32 1 8	-	261 10 8	31 8 0	

a Gratuity in lieu of retiring pension.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- fied Teachers, and for Retiring Pensions.	Grants on account of Assis- tant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Scho-ols.
	Amount.	Date of Payment.						
OXFORDSHIRE—cont.								
Chinnor - - - - - B.S.	54 0 0	1845						
Chinnor - - - - - N.S. 6			1 5 0	22 10 0	-	-	2 13 0	
Churchill and Sars- den - - - - - N.S. 6			2 0 7	116 5 0	72 18 4	199 0 0	9 18 0	
Cowley - - - - - N.S. 5				70 15 0	-	94 11 8	41 9 0	
Cropredy - - - - - N.S. 5	270 0 0	1855	2 5 5	-	-	-	14 19 0	
Cuddesdon - - - - - N.S. 5	68 0 0	1848	3 13 3	70 0 0	-	132 10 0	48 17 0	
Culham - - - - - N.S.	67 10 0	1850	1 13 4	-	-	-	-	
Culham, Practising Sch. 6	146 5 0	1853		28 6 8	-	-	19 2 0	
Deddington - - - - - N.S. 6	490 0 0	1854	5 3 9	41 1 3	-	78 5 0	38 12 0	
Dorchester - - - - - N.S.	*20 0 0	1837	4 10 0	6 5 0	-	-	8 5 0	
Dorchester, Girls and Infants - - - - - N.S. 6				4 8 4	-	6 5 0	4 10 0	
Drayton - - - - - N.S. 6				4 3 4	5 0 0	18 6 8	15 10 0	
Ducklington, St. Bar- tholomew's - - - - - N.S. 5			2 1 3	4 3 4	-	-	-	
Ensham - - - - - N.S.	223 3 6	1847						
Enstone - - - - - N.S.	*56 0 0	1837						
Ewelme - - - - - N.S. 6			1 12 0	-	-	6 5 0	11 19 0	
Goring - - - - - N.S. 6			1 19 11	30 0 0	-	21 5 0	-	
Halley - - - - - N.S.	60 0 0	1848	1 9 0	-	-	-	-	
Headington - - - - - N.S.	170 0 0	1848	3 3 11	-	-	-	-	
	49 0 0	1849						
Henley-on-Thames, N.S. 5	599 0 0	1850	13 4 4	153 15 6	-	532 10 0	89 0 0	35 6 2
Ibstone - - - - - Ch. of E. 5			1 16 4	55 0 0	-	62 10 0	22 0 0	
Illey - - - - - Ch. of E. 6				55 3 4	-	82 10 0	40 4 0	15 11 0
Kidlington - - - - - N.S. 6			8 19 10	6 5 0	-	4 3 4	3 1 0	
Kingham - - - - - N.S.				33 15 0	-	21 5 0	16 4 0	
Kidlington - - - - - N.S. 6				93 3 4	-	15 0 0	29 13 0	
Launton - - - - - N.S. 6	100 0 0	1846	1 9 0	-	-	-	-	
	12 17 2	1851						
Leadfield - - - - - N.S.	*65 0 0	1840						
Leigh, North - - - - - N.S.	*48 0 0	1838						
Lewknor - - - - - N.S. 5	*38 0 0	1837	1 19 6	5 0 0	-	193 10 0	8 7 0	
	8 15 0	1851						
Maple-Durham - - - - - Par. 6						21 5 0	2 5 0	
Milton, Great - - - - - N.S. 5			1 17 8	29 16 0	-	21 5 0	12 7 0	
Newington, North - - - - - N.S. 5			1 19 11	25 0 0	-	20 0 0	19 18 0	
Newington, South - - - - - N.S.	*87 0 0	1838	1 12 3	-	-	-	-	
	40 0 0	1858						
Norton, Chipping - - - - - B.S. 4	300 0 0	1854	2 16 1	50 12 6	-	130 5 0	22 1 0	
Norton, Chipping - - - - - N.S. 3	*100 0 0	1838	6 11 8	114 19 2	-	100 0 0	13 10 0	
	42 13 4	1855						
	7 0 0	1845						
Norton, Hook - - - - - B.S.								
Nutfield - - - - - Ch. of E. 6			7 0 8	158 6 8	-	-	3 5 0	
Nuneham - - - - - N.S. 6			3 0 5	65 0 0	-	401 14 8	92 8 0	
Oxford, Blue Coat Sch. - - - - - N.S. 6			39 5 9	-	-	-	-	
Oxford, Diocesan Board - - - - - N.S. 6				27 10 0	-	35 16 8	5 0 0	
Oxford, St. Aldate's - - - - - N.S. 6	*72 0 0	1837		13 15 0	-	5 0 0	12 6 0	
Oxford, St. Clement's - - - - - N.S. 5			2 11 0	-	-	-	-	
Oxford, St. Giles' - - - - - N.S.	*110 0 0	1838						
Oxford, St. Mary's - - - - - N.S. 5				45 18 8	-	136 13 4	14 8 0	
Oxford, St. Paul's - - - - - N.S. 5	180 0 0	1848	5 0 10	167 0 0	10 8 4	480 16 8	59 15 0	3 15 0
	33 0 0	1858						
Oxford - - - - - Wes. 4								
Oxford, City - - - - - P.U. 8								
Ramsden - - - - - N.S.	68 0 0	1848	1 0 0	-	-	70 10 0	-	
Rollright, Great - - - - - N.S. 6	55 15 0	1853					4 0 0	
Rotherfield (Grey's), Trinity, Infants - - - - - N.S.	60 0 0	1851						
Sandford - - - - - N.S.	45 0 0	1843		3 6 8	-	-	-	
Shiplake - - - - - N.S.			2 0 0	-	-	-	-	
Shipton-under- Wychwood - - - - - N.S. 6	255 0 0	1854	2 0 0	36 5 0	-	21 5 0	14 1 0	
Southstoke - - - - - N.S.	30 0 0	1842						
Summertown - - - - - N.S.	86 0 0	1848						
Swyncombe, Industrial Ch. of E. 6				14 3 4	-	-	17 5 0	23 14 0
Sydenham (Wenman's) N.S.	50 0 0	1851						
Tackley - - - - - N.S.	54 0 0	1841						

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
OXFORDSHIRE—cont.								
Tetsworth - N.S. 5	100 0 0	1849	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Tew, Great, Endowed S. - 6	-	-	-	3 6 8	-	-	6 0 0	-
Tew, Little - N.S.	30 0 0	1836	-	91 13 4	-	80 0 0	17 18 0	-
Thame - N.S.	10 0 0	1846	-	-	-	-	-	-
Thame - N.S.	120 0 0	1838	-	-	-	-	-	-
Thame - N.S.	60 0 0	1842	-	-	-	-	-	-
Thame - B.S.	150 0 0	1837	-	-	-	-	-	-
Warborough - N.S.	45 0 0	1846	-	-	-	-	-	-
Watlington - N.S. 5	50 0 0	1844	1 4 6½	-	-	37 18 4	12 0 0	-
Westwell - N.S.	40 0 0	1835	-	-	-	-	-	-
Wheatley - N.S. 6	357 0 0	1838	1 18 8½	-	-	-	6 14 0	-
Witney - Wes. 10	-	-	9 11 6	56 5 0	-	227 5 0	64 17 0	-
Witney - N.S. 5	47 0 0	1837	410 12 4	-	-	-	-	-
Witney - N.S.	630 0 0	1837	9 8 3½	29 0 0	-	319 15 0	3 18 0	-
Witney - N.S.	69 0 0	1833	-	-	-	-	-	-
Woodcote - N.S.	35 0 0	1837	-	-	-	-	-	-
Woodstock - N.S. 6	691 0 0	1855	8 6 8½	125 11 8	-	97 5 0	42 8 0	-
Woolvercote - Par. 6	-	-	-	-	-	-	9 14 0	-
Wroxton - N.S.	-	-	2 0 0½	-	-	-	-	-
RUTLANDSHIRE.								
Ashwell - Ch. of E. 12	-	-	-	33 11 8	-	-	3 0 0	-
Braunston - N.S.	40 0 0	1847	-	-	-	-	-	-
Clipsham - N.S.	77 0 0	1849	-	-	-	-	-	-
Cottesmore - N.S. 11	-	-	-	27 10 0	-	-	16 13 0	-
Empingham, Foster Charity - N.S. 12	-	-	1 4 3½	-	-	35 0 0	3 1 0	-
Exton - N.S. 12	-	-	1 10 2½	41 5 0	-	93 0 0	29 14 0	-
Hambleton - N.S. 11	30 0 0	1833	-	50 0 0	-	-	5 10 0	-
Ketton - N.S.	25 0 0	1843	-	-	-	-	-	-
Ketton - N.S.	263 0 0	1858	-	-	-	-	-	-
Langham - Ch. of E.	-	-	-	8 15 0	-	-	-	-
Luffenham, South - N.S.	76 0 0	1847	1 0 6½	-	-	-	-	-
Oakham, Model School - 12	539 15 0	1852	6 5 0	150 1 8	-	243 10 0	59 18 0	-
Ryhall - N.S.	50 0 0	1839	-	-	-	-	-	-
Uppingham - N.S. 7	-	-	8 16 0	191 0 0	-	97 14 2	30 15 0	-
Wing - N.S.	84 0 0	1855	-	-	-	-	-	-
SHROPSHIRE.								
Acton Burnell - N.S. 6	32 0 0	1843	1 8 3½	-	-	-	1 8 0	-
Ash - N.S.	88 0 0	1849	1 5 8	-	-	-	-	-
Aston-in-Woore - N.S.	45 0 0	1843	-	-	-	-	-	-
Aston-under-Edgmond - N.S.	60 0 0	1841	-	-	-	-	-	-
Beckbury - N.S. 5	98 7 6	1854	-	-	-	-	7 8 0	-
Berrington - N.S.	32 0 0	1844	-	-	-	-	-	-
Bishop's Castle - N.S. 6	1 4 6	1846	-	-	-	-	-	-
Bishop's Castle - N.S.	50 0 0	1843	4 19 1½	96 5 0	-	365 18 4	48 13 0	-
Bishop's Castle - N.S.	3 17 0	1848	-	-	-	-	-	-
Bishop's Castle - N.S.	6 13 4	1848	-	-	-	-	-	-
Bishop's Castle - N.S.	20 0 0	1856	-	-	-	-	-	-
Bridgnorth, Blue Coat - N.S. 6	-	-	1 10 0½	28 6 8	-	21 5 0	-	29 10 0
Bridgnorth, St. Leonard's - N.S.	-	-	-	-	-	-	-	-
Bridgnorth, Upper Town - N.S. 5	14 17 6	1851	7 2 0½	199 13 4	30 0 0	520 16 8	32 14 0	-
Bridgnorth, Upper Town - N.S.	493 18 4	1855	-	-	-	-	-	-
Bridgnorth, St. Mary's - N.S.	-	-	-	-	-	-	-	-
Bridgnorth, Low Town - N.S. 5	156 19 0	1848	5 14 5½	68 15 0	90 0 0	175 16 8	23 1 0	-
Bridgnorth, Low Town - N.S.	9 19 8	1852	-	-	-	-	-	-
Bridgnorth, Low Town - N.S.	168 0 0	1857	-	-	-	-	-	-
Bridgnorth, School-masters' Association - N.S.	-	-	0 16 8½	-	-	-	-	-
Brockton - N.S. 5	105 0 0	1846	1 19 5½	-	-	-	3 0 0	-
Broseley - N.S. 5	16 4 9	1850	10 6 16½	98 19 2	-	472 10 0	88 15 0	-
Broseley - N.S.	790 1 8	1855	-	-	-	-	-	-
Cainham - N.S.	47 0 0	1835	-	-	-	-	-	-

a Scientific apparatus.

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	Amount.	Date of Payment.						
SHROPSHIRE—cont.								
Chelmarsh - N.S.	80 0 0	1851	2 0 0	-	-	-	-	-
Chetwynd - N.S.	5	-	3 5 11½	-	-	-	11 8 0	-
Clun - N.S.	4	-	-	37 15 0	-	-	3 18 0	-
Clungunford - N.S.	-	1853	-	-	-	-	-	-
Coalbrookdale, Girls and Infants - Ch.S.	5	-	7 13 4½	35 16 8	-	133 18 4	26 5 0	-
Coalbrookdale Com- pany's, Boys - N.S.	5	-	-	35 0 0	-	24 13 4	14 14 0	-
Cocksniatt - N.S.	274 0 0	1857	2 10 0½	-	-	-	-	-
Cressage - N.S.	170 14 0	1853	-	-	-	-	-	-
Dawley - N.S.	120 0 0	1842	1 8 5	-	-	-	-	-
-	30 0 0	1847	-	-	-	-	-	-
Dawley Bank, Infants, Ch.S.	5	-	3 0 0½	15 0 0	-	15 0 0	8 11 0	-
Dawley, Poole Hill Ch.S.	6	-	11 14 2½	106 10 0	-	232 8 4	-	-
Diddlebury - N.S.	5	-	1 15 0	13 15 0	-	-	4 10 0	-
Donnington Wood - N.S.	6	-	9 6 2½	220 16 8	-	489 15 0	99 2 0	16 6 7
Drayton, Little - N.S.	6	1851	-	6 5 0	-	38 15 0	71 12 0	-
-	30 0 0	1857	-	-	-	-	-	-
Drayton, Market - N.S.	7	1856	5 16 2½	53 10 0	-	133 0 0	48 12 0	-
-	79 11 8	1856	-	-	-	-	-	-
-	133 19 2	1853	-	-	-	-	-	-
Duddelstone Heath N.S.	6	-	-	21 5 0	-	-	7 7 0	-
Duddelstone, Sub- scription School - N.S.	6	-	1 16 3½	-	-	-	8 1 0	-
Eardington - N.S.	5	1847	1 5 4½	-	-	-	15 12 0	-
-	160 0 0	1855	-	-	-	-	-	-
Eaton-Constantine - N.S.	5	1850	3 7 4½	20 0 0	-	5 0 0	16 0 0	-
Ellesmere - N.S.	6	-	1 12 10½	103 15 0	-	32 10 0	9 10 0	-
Hampton (Welsh) - N.S.	5	1851	1 16 6	-	-	-	14 12 0	-
-	53 10 0	1851	-	-	-	-	-	-
Hinstock - N.S.	5	1839	1 8 8½	20 0 0	-	5 0 0	25 4 0	-
-	120 0 0	1856	-	-	-	-	-	-
-	30 0 0	1853	-	-	-	-	-	-
-	146 0 0	1853	-	-	-	-	-	-
Hodnet - N.S.	6	1838	2 4 9	-	-	-	9 11 0	-
Hope - N.S.	6	1845	-	-	-	-	-	-
Hope Bowdler - N.S.	5	1856	1 5 0	16 6 8	-	-	1 18 8	-
Hopway - Par.	6	1856	1 16 8	-	-	-	2 19 0	-
Hordley - N.S.	6	1845	1 0 10½	21 5 0	-	-	6 0 0	-
-	20 0 0	1846	-	-	-	-	-	-
Ironbridge - Ch. of E.	5	-	-	3 4 8	-	-	2 9 0	-
Ironbridge, Severn- side School - N.S.	5	-	5 7 5½	31 10 0	-	34 3 4	7 12 0	-
Jackfield - N.S.	5	1845	3 2 8½	-	-	265 2 6	44 10 0	-
Kemberton - N.S.	5	1857	2 14 2½	-	-	-	-	-
Ketley - N.S.	5	-	-	69 6 8	-	97 13 4	45 6 0	-
Kinlet - N.S.	6	1844	1 13 4½	-	-	-	8 10 0	-
-	29 14 8	1855	-	-	-	-	-	-
Kinnerley - N.S.	5	1857	1 14 6	7 16 0	-	-	9 13 0	-
Lilleshall - N.S.	6	-	10 3 3½	133 15 0	-	348 3 4	33 13 0	17 5 0
Llanvair-Waterdine - N.S.	7	1855	-	-	-	-	-	-
Lopington - N.S.	7	1853	1 6 9	-	-	-	9 15 2	-
Ludlow - N.S.	7	1856	-	72 8 4	-	63 0 0	18 11 0	-
Madeley - N.S.	6	1846	8 16 9½	146 3 4	29 11 8	763 0 0	100 18 0	-
-	25 13 4	1850	46 13 4	-	-	-	-	-
Madeley Wood - Wes.	5	-	7 9 8½	55 16 8	-	130 6 8	65 17 2	-
Maesbury - N.S.	5	1841	1 1 6½	-	-	-	-	-
Malin's Lee - N.S.	5	-	4 16 5	20 0 0	-	24 13 4	16 15 0	-
Martin's, St. (The Lodge) - N.S.	6	1853	2 15 4	91 13 4	-	38 15 0	19 0 0	-
Meole Brace - N.S.	6	-	2 14 0	-	-	-	3 17 0	-
Middle - Ch.S.	7	-	2 8 0	86 11 8	-	118 12 11	34 6 0	3 15 0
Middleton - R.C.	3	-	-	70 0 0	-	-	7 14 0	-
Middleton in Chir- bury - N.S.	8	1849	3 5 10½	57 15 0	20 0 0	178 16 8	11 17 0	-
-	12 5 0	1849	-	-	-	-	-	-
-	15 0 0	1855	-	-	-	-	-	-
-	93 0 0	1853	-	-	-	-	-	-
Morville - N.S.	7	1857	-	-	-	-	-	-
Nash - N.S.	7	1847	2 1 8	-	-	-	-	-
Nean and Milson - N.S.	7	1848	-	-	-	-	-	-

a Scientific apparatus.

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	Amount.	Date of Payment.						
SHROPSHIRE—cont.								
Newtown - N.S.	93 0 0	1853	1 2 54					
Onibury - N.S.	*30 0 0	1837						
Oswestry - N.S.	8 338 0 0	1842	14 10 94	308 10 10	-	614 1 8	62 17 0	6 25 6
	22 0 0	1854						
Oswestry - B.S.	5 *150 0 0	1841		3 15 0				
Pontesbury - Ch.S.	6 238 0 0	1856	3 1 64	53 6 8	-	109 0 0	24 5 0	
Porthlywaen - N.S.	*60 0 0	1839						
Prees - N.S.	6 160 0 0	1848	2 10 42	73 3 4	-	51 13 4	24 9 0	
Preston-on-the-Wildmoors - N.S.	25 0 0	1846						
	11 13 0	1847						
Rhydycroesau - N.S.	85 0 0	1851						
Rodington - N.S.	6 102 0 0	1849	3 13 114	26 5 0	-	68 19 2	33 12 6	
	30 0 0	1854						
Ryton - N.S.	5 64 10 0	1850	1 6 04	5 0 0	-		5 9 0	
Sambrook - N.S.	211 0 0	1857						
Sheinton - N.S.	60 0 0	1846						
	10 0 0	1847						
Shelve - N.S.	45 0 0	1843						
Shiffnal - N.S.	5 - - -	-	- - -	55 11 8	-	57 10 0	23 3 0	
Shrewsbury, Coleham - N.S.	7 *120 0 0	1840	2 19 10	- - -	-	211 13 4	23 2 0	
" " " " - N.S.	90 0 0	1844						
" " " " - N.S.	75 12 8	1849						
Shrewsbury, St. Alkmund's - Ch.S.	5 180 0 0	1856	5 6 8	22 10 0	-	24 3 4	18 18 0	
Shrewsbury, St. Chad's - N.S.	7 *290 0 0	1838		12 10 0	-	- - -	26 1 2	
Shrewsbury, St. Mary's and St. Michael's - N.S.	5 38 6 0	1857	11 13 74	69 0 0	-	399 10 0	43 9 2	
" " Night School - B.S.	5 - - -	-	12 15 112	87 12 6	-	9 3 4		
Shrewsbury and Shropshire Schoolmasters' Association -	- - -	-	2 10 104		-	432 8 4	19 10 6	
South-east Salop, District Par. Union S.	11 - - -	-	- - -	- - -	-	5 0 0		
Stoke, St. Milborough - N.S.	116 0 0	1857					1 15 0	
Stokesay - Par.	7 289 4 0	1857	2 1 84	35 0 0	-	- - -	4 16 0	
Stottesden - N.S.	*125 0 0	1838						
Tilstock - N.S.	*60 0 0	1838	0 13 9					
Upton Magna - N.S.	7 - - -	-		7 10 0	-		7 0 0	
Wellington - N.S.	7 31 15 0	1848	13 14 24	55 0 0	-	242 10 0	62 14 8	
	725 6 8	1855						
Wellington - Wes.	5 403 0 0	1858	- - -	3 15 0	-	5 0 0		
Wellington, St. Patrick's - R.C.	6 150 0 0	-	5 3 42	4 3 4	-	12 1 8	15 9 0	
Wem - N.S.	6 150 0 0	1840	7 2 94	42 12 6	-	65 11 8	50 11 0	
Wem - B.S.	*200 0 0	1840						
Wenlock, Much - N.S.	5 207 0 0	1849	9 2 94	80 0 0	-	244 16 8	77 14 0	
Westbury - N.S.	5 173 0 0	1850	4 13 4	93 0 0	-	215 6 8	36 5 0	
" " " " -	31 13 4	1855						
Whitchurch, Boys, Endowed - N.S.	5 32 0 0	1854	6 19 24	72 0 0	-	459 0 0	19 16 0	
	17 0 0	1855						
Whitchurch, Girls - N.S.	5 - - -	-	2 13 4	- - -	-	185 0 0	8 5 0	
Whittington - N.S.	6 214 10 0	1854	3 1 72	23 0 0	-	21 5 0	25 15 0	
Whixall - N.S.	100 0 0	1850						
	50 0 0	1850						
Winstanlow - Ch. of E.	7 - - -	-	- - -	3 0 0	-	- - -	3 10 0	
Wombidge, Oaken-gates - N.S.	5 204 0 0	1846	4 2 1	15 0 0	-	104 8 4	31 9 0	
	4 16 8	1849						
Woor, St. Leonard's - N.S.	42 0 0	1842	1 10 7					
" " " " -	12 0 0	1844						
" " " " -	5 0 0	1847						
" " " " -	52 0 0	1854						
Worfield, Endowed S.	5 - - -	-	- - -	10 0 0	-	32 10 0		

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	Amount.	Date of Payment.						
SHROPSHIRE—cont.								
Worthen - N.S. 5	23 0 0	1852	3 2 0½	-	-	213 10 0	26 18 8	-
Wrockwardine - N.S. 7	80 0 0	1854	6 2 6	136 0 0	-	188 2 6	34 11 0	-
Wrockwardine Wood N.S.	41 0 0	1857	3 19 7	-	-	-	-	-
SOMERSETSHIRE.								
Aller - N.S.	*25 0 0	1855	-	-	-	-	-	-
Ash - N.S.	50 0 0	1847	-	-	-	-	-	-
Backwell - N.S. 6	-	-	-	61 12 6	-	82 1 8	19 17 6	-
Bagborough, West - Par.	*40 0 0	1858	-	-	-	-	-	-
Bath Abbey and St. James' - N.S. 12	7 12 6	1850	4 3 8	78 3 4	96 5 0	521 10 0	34 2 0	-
" " " " - N.S. 12	12 6 8	1853	-	-	-	285 0 0	1 13 4	-
Bath, Beacon Hill - N.S. 11	-	-	-	-	-	-	-	-
Bath, Deanery, Church Schoolmasters' Association - S. 4	-	-	5 0 0½	8 5 0	-	-	4 19 2	-
Bath, Octagon Chapel - N.S. 12	-	-	1 14 10	36 0 0	-	32 1 8	32 10 0	-
Bath, St. Saviour's - N.S. 11	150 0 0	1846	8 7 14	157 10 0	-	474 19 2	47 15 0	-
" " " " - N.S. 11	9 6 0	1851	-	-	-	-	-	-
" " " " - N.S. 11	5 0 0	1856	-	-	-	-	-	-
Bath, Sutcliffe's Industrial S. -	-	-	-	-	-	-	-	707 0 42
Bath, Walcot, St. Swithin's - N.S. 11	450 0 0	1842	14 6 14	71 10 0	-	1,556 15 0	94 4 0	-
" " " " - N.S. 11	13 15 6	1849	-	-	-	-	-	-
" " " " - N.S. 11	16 9 4	1850	-	-	-	-	-	-
" " " " - N.S. 11	15 15 0	1851	-	-	-	-	-	-
" " " " - N.S. 11	16 10 0	1854	-	-	-	-	-	-
" " " " - N.S. 11	33 6 8	1855	-	-	-	-	-	-
Bath, Walcot, Trinity - N.S. 11	*115 0 0	1838	3 12 0	73 10 0	-	345 10 0	62 16 0	-
" " " " - N.S. 11	409 0 0	1856	-	-	-	-	-	-
" " " " - N.S. 11	55 0 0	1858	-	-	-	-	-	-
Bath, Weymouth House, Central - N.S. 12	25 10 1	1850	16 18 4½	215 1 8	-	1,253 0 0	9 13	-
" " " " - N.S. 12	38 0 8	1851	-	-	-	-	-	-
" " " " - N.S. 12	23 15 2	1852	-	-	-	-	-	-
" " " " - N.S. 12	140 0 0	1854	-	-	-	-	-	-
Bath and Bath Forum - B.S. 3	460 0 0	1854	4 0 9	-	-	118 4 2	30 0 0	-
Bath and Wells, Diocesan Board of Education - B.C. 6	-	-	40 0 0	-	-	-	-	-
Bath - P.U. 8	-	-	6 14 11	133 10 0	-	421 11 8	52 9 0	-
Bath-Easton School - 11	-	-	-	33 16 8	-	340 5 0	-	-
Bathwick - Ch. of E. 11	-	-	-	6 5 0	-	36 15 0	22 7 6	-
Beckington - Par. 6	-	-	-	15 8 4	-	37 10 0	11 3 0	-
Bedminster and St. Paul's District - N.S. 11	*252 0 0	1838	38 14 6½	161 10 0	-	1,322 14 2	109 4 0	-
" " " " - N.S. 11	4 1 0	1848	-	-	-	-	-	-
" " " " - N.S. 11	65 0 0	1849	-	-	-	-	-	-
" " " " - N.S. 11	23 6 8	1852	-	-	-	-	-	-
" " " " - N.S. 11	12 2 8	1855	-	-	-	-	-	-
Bedminster Deanery S. - B.S. 3	3 15 0	1847	15 12 4	128 8 4	-	997 10 0	25 10 0	-
Bedminster - N.S.	288 0 0	1855	-	-	-	-	-	-
Berrow - N.S.	335 0 0	1855	-	-	-	-	-	-
Binegar - N.S.	70 0 6	1843	0 19 11½	-	-	-	-	-
Bishopport - N.S.	100 0 0	1858	-	-	-	-	-	-
" " " " - N.S.	100 0 0	1842	3 4 4½	-	-	-	-	-
" " " " - N.S.	9 16 8	1852	-	-	-	-	-	-
" " " " - N.S.	232 13 7	1856	-	-	-	-	-	-
Bleadon - N.S.	146 1 0	1854	1 1 0½	6 13 4	-	-	-	-
Bradford - N.S.	50 0 0	1845	-	-	-	-	5 13 0	-

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	Amount.	Date of Payment.						
SOMERSETSHIRE—cont.								
Brent, East - N.S.	70 0 0	1841						
	8 3 6	1846						
Bridgewater, Girls N.S. 2	27 10 0	1853	3 6 8	21 16 8	-	130 8 4		
	16 0 0	1858						
Bridgewater (Dr. Morgan's) - N.S. 2	28 2 0	1858	10 0 2½	69 5 0	-	446 11 8	16 15 0	
Bridgewater, General S. 10	-	-	1 3 4½	12 10 0	-	15 0 0	4 5 0	
Bridgewater, St. Mary's, Mount Street, Infants - N.S.	111 0 0	1846						
Bridgewater (Provi- dent Place), Infants S. 10	-	-	-	37 3 4	-	184 15 0	38 7 0	
Bridgewater - Wes. - N.S.	-	-	2 18 4½	-	-	-	-	
Brislington - N.S.	-	-	-	-	-	-	14 7 0	
Brislington, Arno's Court, Reform. - R.C. 6	-	-	5 1 8½	-	-	-	-	233 3 2½
Brompton Ralph - N.S. 3	*23 0 0	1840	0 18 8	-	-	-	0 12 0	
Brushford - N.S. 3	171 15 0	1853	2 1 10½	17 0 0	-	150 11 3	23 9 6	
Bruton - N.S. 6	102 0 0	1849	-	-	-	-	2 18 0	
Buckland Dinham - N.S. 10	200 0 0	1857	-	-	-	-	-	
Burnham - N.S.	-	-	-	-	-	-	18 15 0	
Burrington School - Burrowbridge - Ch. of E. - N.S. 1	151 0 0	1846	1 0 5	-	-	-	-	
	40 0 0	1854	2 7 8½	71 13 4	-	39 14 0	161 0 0	
Cannington - N.S. 2	*140 0 0	1836	7 1 3½	102 17 6	16 13 4	302 0 0	86 16 0	
Castle Cary - N.S. 6	110 0 0	1845	1 17 7½	32 10 0	-	-	13 1 0	
	20 0 0	1847	-	-	-	-	-	
	63 0 0	1856	-	-	-	-	-	
	4 15 0	1858	-	-	-	-	-	
Catcott - N.S.	37 10 0	1843	-	-	-	-	-	
Chantry, Indust. Sch. - N.S. 2	782 2 0	1857	12 10 0½	20 15 4	22 18 4	-	4 10 0	
Chard - N.S.	-	-	-	-	-	-	4 8 0	
Charlton (Queen) - N.S.	173 0 0	1858	-	25 5 0	-	16 5 0	9 5 0	
Charlton, West - N.S.	-	-	2 8 4½	-	-	-	-	
Cheddar - N.S.	-	-	1 3 4½	-	-	-	-	
Cheddon Fitzpaine - N.S.	80 0 0	1847	3 9 2	-	-	25 0 0	22 0 0	
Chew-Magna - Par. 6	30 14 8	1858	3 8 2½	3 0 0	-	-	-	
Chewstoke - N.S. 6	-	-	-	5 0 0	-	5 0 0	-	
Chewton Mendip - N.S. 5	-	-	-	4 3 4	-	-	-	
Churchill - Par. 6	-	-	-	-	-	-	-	
Chilton upon Polden Sunday School - N.S. 1	*30 0 0	1840	3 2 3½	-	-	74 3 4	20 8 0	
Cleeve (Old) - N.S. 6	35 0 0	1854	3 15 0	68 3 4	-	184 11 8	16 17 0	
Clevedon - N.S.	*25 0 0	1835	-	5 0 0	-	-	3 12 0	
Clutton - N.S.	*44 0 0	1839	-	-	-	-	-	
Coker, East, Juve- nile and Infants - B.S. 10	*90 0 0	1835	9 16 7½	93 3 4	25 0 0	407 17 6	58 18 0	11 8 6
Coleford - N.S.	102 0 0	1840	2 14 11½	-	-	-	-	
	6 13 4	1853	-	-	-	-	-	
	26 1 0	1858	-	-	-	-	-	
Combe Down - N.S. 11	30 0 0	1847	3 13 4½	82 8 4	-	152 18 4	19 6 0	
	5 10 0	1852	-	-	-	-	-	
Combe Florey - N.S.	30 0 0	1846	-	63 5 0	-	53 6 8	42 4 0	
Combe, St. Nicholas - N.S. 2	-	-	-	-	-	-	6 8 0	
Combwich - N.S.	120 0 0	1857	-	-	-	-	-	
Compton Bishop - N.S.	50 0 0	1844	-	-	-	-	-	
Compton Dando - N.S.	226 0 0	1858	-	-	-	-	-	
Compton Martin - N.S.	55 0 0	1843	-	-	-	2 13 0	-	
Congresbury - N.S.	-	-	2 14 0	-	-	-	-	
Corston - N.S.	60 0 0	1844	-	-	-	-	-	
	14 0 0	1845	-	-	-	-	-	
	60 0 0	1845	-	-	-	-	-	
Coxley - N.S.	-	-	-	-	-	-	-	
Cranmore, East and West - N.S. 6	-	-	-	4 3 4	-	6 5 0	7 5 0	
Crewkerne - N.S. 2	250 0 0	1848	3 19 10½	152 0 0	-	232 5 0	53 14 0	
Curry, North - N.S. 2	233 0 0	1848	4 15 8	74 5 0	-	238 11 8	28 7 0	
	2 8 4	1858	-	-	-	-	-	
Cutcombe, Endowed N.S.	-	-	6 3 8½	-	-	-	-	

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certific- ated Teachers, and for Retiring Pensioners.	Grants on account of Assist- ant Teachers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Industrial Schools.
	Amount.	Date of Payment.						
SOMERSETSHIRE—cont.								
Dundry - N.S.	296 0 0	1858						
Downside, Ch. Ch. - N.S. 12	40 0 0	1841	1 15 4	-	-	-	4 4 0	
" " " "	20 0 0	1843						
" " " "	3 16 0	1845						
" " " "	25 0 0	1846						
Dunkerton - N.S.	80 0 0	1848						
Dunster - Wes. 10	50 0 0	1849	6 5 4	120 5 0	-	245 10 0	20 15 0	
" " " "	95 0 0	1853						
Eastover, St. John's N.S.	117 0 0	1847						
" " " "	58 10 0	1850						
Elworthy - N.S.	*50 0 0	1838	1 0 10					
Evercreech - N.S. 6	75 0 0	1842	9 2 1	211 13 4	94 3 4	356 12 6	92 5 7	
" " " "	1 4 3	1847	414 14 0					
" " " "	443 9 0	1855						
" " " "	157 0 0	1857						
Failand - N.S. 12	*40 0 0	1839				89 7 6	11 4 8	
" " " "	20 0 0	1843						
" " " "	3 15 6	1848						
Farnborough - N.S.	315 12 0	1858	2 1 0					
Flax Bourton - N.S. 6	-	-	0 16 0				2 5 0	
Freshford - Ch. S. 11	100 0 0	1843	2 18 2	52 16 8	-	110 0 0	25 7 0	
" " " "	4 15 0	1853						
Frome - N.S. 5	37 10 0	1853	2 8 0	17 10 0	-	49 10 0	22 8 0	
Frome, Ch. Ch. - N.S.	181 0 0	1846	1 3 0					
Frome, Selwood - N.S. 6	23 6 6	1833	4 0 9	99 0 0	-	107 13 4	14 14 0	
" " " "	34 2 10	1857						
Frome, Trinity - N.S.	125 0 0	1841	1 7 9	9 3 4	-	13 15 0	8 1 0	
" " " "	25 0 0	1846						
" " " "	16 19 8	1858						
Glastonbury, Boys - N.S. 2	-	-	5 18 11	61 0 0	-	192 0 0	25 10 0	
Glastonbury, Girls - N.S. 2	-	-	-	15 16 8	-	10 4 2	9 10 0	
Hambridge - N.S.	100 0 0	1847						
Hatch-Beauchamp - N.S. 2	-	-	1 9 2	-	-	-	9 0 0	
Hinton, St. George's N.S.	287 0 0	1850	1 10 3					
Horsington - N.S. 2	378 0 0	1857	1 11 7	-	-	-	7 16 9	
Huish-Champfleur N.S.	-	-	2 0 0					
Hull, Bishop's - N.S. 2	129 0 0	1848	2 2 2	39 18 4	-	97 1 8	21 6 0	
Ilchester - N.S.	*79 0 0	1837	3 4 7					
Ilminster - N.S. 2	500 0 0	1855	4 6 8	17 16 8	-			
Keinton Mandeville N.S.	42 0 0	1846						
Kea - N.S.	37 10 0	1842					3 5 0	
Keynsham - Par. 11	568 0 0	1837	4 16 8	45 3 4	-	39 3 4	23 8 0	
Kilmerston - Ch. of E.	309 0 0	1857	1 15 0					
Kingsdon - N.S.	*52 0 0	1838	3 9 1					
Kingsdon Seymour Par.	223 0 0	1858						
Langford Budville - N.S. 2	-	-	-	-	-	-	9 14 0	
Leigh-upon-Mendip Sch. 6	-	-	-	-	-	-	8 1 0	
Linnington - N.S.	*35 0 0	1834						
Littleton, High - N.S. 12	140 0 0	1844	2 0 5	-	-	-	9 8 0	
" " " "	4 11 4	1852						
Longford - N.S.	310 0 0	1858						
Lovington - Ch. S. 11	-	-	1 17 0	-	-	31 5 0		
Luxborough - N.S.	-	-	1 1 9	-	-			
Lyncombe, St. Mark's N.S. 11	260 0 0	1845	11 6 5	60 10 0	-	1,103 13 4	95 19 6	
" " " "	25 0 0	1853						
Marston Bigott, Ch. of E. 6	-	-	-	-	-	-	9 4 3	
Mark - N.S. 6	100 0 0	1845	1 0 0	6 5 0	-	38 15 0	12 3 0	
" " " "	23 6 8	1856						
Martock - N.S. 2	152 10 0	1843	3 10 10	103 15 0	-	238 0 0	28 12 0	
" " " "	5 18 0	1851						
Mells - Ch. of E. 6	-	-	-	31 18 4	-	50 6 8	18 7 0	
Merriott - N.S. 2	*66 0 0	1835	2 16 1	22 0 0	-	32 10 0	11 18 0	
Middlezoy - N.S. 6	100 0 0	1844	3 13 8		-	-	12 11 0	
" " " "	2 18 6	1848						
" " " "	33 0 0	1849						
Milborne Port - N.S. 2	-	-	2 1 2	36 5 0	-	11 13 4	13 16 0	
Milborne Port - B.S. 10	-	-	1 17 10	-	-	32 10 0	35 5 0	
Milverton - N.S. 2	-	-	12 1 4	184 16 8	-	879 12 6	45 12 0	
Monksilver - N.S.	66 0 0	1847						
" " " "	10 0 0	1857						

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
SOMERSETSHIRE—cont.								
Taunton - - - B.S. 10	200 0 0	1840	11 3 9	161 14 2	-	639 7 6	87 10 0	
" - - - "	29 15 8	1853						
" - - - "	4 12 8	1854						
" - - - "	44 0 0	1856						
Taunton, Original Infant S. - - - 10	27 0 0	1855	-	46 10 0	-	148 10 0	27 12 0	
Taunton, St. George's R.C. - - -	-	-	1 9 11½	-	-	-	-	
Taunton - - - P.U. 2	-	-	-	-	-	5 3 4	-	
Templecombe - N.S. 2	60 0 0	1845	-	10 6 8	-	1 5 0	10 10 0	
Thorn Falcon - N.S. 1	-	-	1 0 0	12 0 0	-	-	7 10 0	
Tickenham - N.S. -	98 0 0	1852	-	-	-	-	-	
Timberscombe, Endowed - N.S. -	-	-	2 1 4½	-	-	-	-	
Treborough - N.S. -	-	-	1 6 8	-	-	-	-	
Twerton - Ch. S. 11	636 6 0	1855	5 0 0	70 10 0	-	185 2 6	65 4 0	
" - - - "	-	-	a12 2 8	-	-	-	-	
Wanstrow - N.S. -	72 0 0	1856	-	-	-	-	-	
Wellington - N.S. 2	-	-	2 4 9	85 5 0	-	410 18 4	45 19 0	
Wellington (Fox's) B.S. 10	-	-	7 7 3	64 10 0	-	63 0 0	41 14 0	
Wellow - N.S. 7	128 0 0	1852	1 12 7½	-	-	-	12 14 0	
Wells, Blue School - 5	-	-	1 16 8½	-	-	26 5 0	-	
Wells, Central School - 5	-	-	-	10 16 8	-	6 5 0	1 5 0	
Wells, East, St. Thomas' - - - 5	-	-	-	3 6 8	-	-	-	
Weston (near Bath) N.S. 11	266 0 0	1847	6 5 9	132 3 4	-	491 5 4	136 10 0	
Weston-super-Mare N.S. 11	270 0 0	1845	11 3 3	50 8 4	-	356 2 6	64 0 0	
" - - - "	50 0 0	1852	-	-	-	-	-	
Weston-super-Mare B.S. 10	123 13 4	1855	2 15 10	12 7 6	-	7 10 0	15 19 0	
" - - - "	46 0 0	1857	-	-	-	-	-	
Weston Zoyland - N.S. -	60 0 0	1842	1 10 0	-	-	-	-	
" - - - "	6 4 0	1847	-	-	-	-	-	
Widcombe (Bath) - N.S. 11	31 5 4	1853	13 16 9½	96 11 8	-	806 16 0	50 3 0	
" - - - "	140 0 0	1858	-	-	-	-	-	
Widcombe, Infant - Par. 11	-	-	3 0 3½	34 6 8	-	63 0 0	21 17 0	
Wincanton - N.S. 1	130 0 0	1838	1 1 11	-	-	75 0 0	6 15 0	
" - - - "	6 15 0	1856	-	-	-	-	-	
Winford - N.S. 6	96 0 0	1847	-	-	-	-	6 17 0	
Winscombe - B.S. -	50 0 0	1835	-	-	-	-	-	
Wiveliscombe - N.S. -	176 0 0	1842	-	-	-	-	-	
Wookey - N.S. 5	100 0 0	1845	3 14 3	48 6 8	-	42 10 0	84 0 0	
" - - - "	69 0 0	1855	-	-	-	-	-	
" - - - "	46 18 0	1858	-	-	-	-	-	
Wootton, North - N.S. 5	-	-	-	-	-	-	2 11 0	
Wraxall - N.S. 12	4 8 0	1848	3 4 10	77 1 8	-	283 7 6	16 19 0	
Wrington - N.S. 6	235 0 0	1842	6 5 0	44 13 4	-	63 11 8	19 10 0	
" - - - "	706 0 0	1847	-	-	-	-	-	
Writhlington - N.S. -	30 0 0	1847	-	-	-	-	-	
Yatton - N.S. -	72 0 0	1835	2 6 1½	-	-	-	-	
" - - - "	105 0 0	1844	-	-	-	-	-	
" - - - "	4 15 0	1853	-	-	-	-	-	
Yeovil - N.S. 1	250 0 0	1846	9 4 1	93 15 0	-	369 10 0	17 14 0	
" - - - "	18 8 8	1852	-	-	-	-	-	
STAFFORDSHIRE.								
Acton, Trussell & Bed- nall - - - N.S. 11	353 0 0	1857	2 7 6	-	-	-	9 13 0	
Adbaston - N.S. -	45 0 0	1844	-	-	-	-	-	
" - - - "	16 0 0	1848	-	-	-	-	-	
Aldridge, Girls' and Infants' School - 12	-	-	-	9 3 4	-	14 11 8	4 14 0	
Alrewas - N.S. 12	460 0 0	1856	3 7 4½	83 15 0	-	147 8 4	57 2 0	
Alton - N.S. 11	108 0 0	1845	1 15 6	24 0 0	-	15 0 0	17 8 0	
" - - - "	8 10 0	1858	-	-	-	-	-	
Alton, St. John's R.C. 7	-	-	2 10 0½	182 0 0	-	166 13 4	11 15 9	
Amblescote - N.S. 1	656 0 0	1857	-	76 13 4	-	63 0 0	60 4 0	
Amblescote (Dennis' Park) - N.S. -	206 0 0	1847	9 16 0	-	-	-	-	
Arcley, Upper - N.S. 5	-	-	1 0 0½	69 0 0	-	-	31 15 0	

α Scientific apparatus.

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	Amount.	Date of Payment.						
STAFFORDSHIRE—cont.								
Ashley - N.S. 6	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aston, St. Saviour's N.S.	80 0 0	1848	- - -	- - -	- - -	- - -	4 15 0	- - -
Aston-in-Stone, St. Michael's - R.C. 3	- - -	- - -	1 5 4½	21 1 8	- - -	- - -	- - -	- - -
Audley - N.S. 10	318 10 0	1855	2 15 10½	41 5 0	- - -	79 0 0	70 10 0	- - -
Audley, Village - N.S.	2130 0 0	1854	3 11 6½	- - -	- - -	- - -	- - -	- - -
" " " " "	6 10 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	40 0 0	1948	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	40 0 0	1850	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	36 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Audley - Wes. 11	- - -	- - -	7 17 7½	64 10 0	- - -	359 2 6	21 15 0	- - -
Barr, Great - N.S. 2	570 0 0	1857	4 3 4½	3 15 0	- - -	- - -	5 18 0	- - -
Betley - N.S. 9	256 0 0	1855	6 9 2½	66 13 4	- - -	230 16 8	50 9 0	- - -
Biddulph Moor - N.S. 9	155 6 8	1853	4 4 10½	- - -	- - -	32 10 0	18 14 0	- - -
Bilston, St. Leo- nard's - N.S. 3	265 0 0	1849	11 6 1½	77 0 0	- - -	221 15 10	- - -	- - -
Bilston, St. Luke's, Infants - N.S.	175 10 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
Bilston, St. Mary's N.S. 3	350 0 0	1840	8 18 8	150 6 8	- - -	421 13 4	40 5 0	- - -
" " " " "	108 0 0	1843	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	120 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	21 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	40 0 0	1851	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	16 4 0	1858	- - -	- - -	- - -	- - -	- - -	- - -
Bilston - B.S.	150 0 0	1839	- - -	- - -	- - -	- - -	- - -	- - -
Bilston - Wes. 5	- - -	- - -	5 0 7	49 6 8	- - -	40 0 10	7 17 0	- - -
Bilston, St. Joseph's - Night S. R.C. 7	- - -	- - -	9 2 8½	84 11 8	- - -	579 16 8	30 16 6	- - -
Bishop's Wood - N.S. 8	273 0 0	1856	- - -	- - -	- - -	12 6 8	3 5 0	- - -
Birchalls (Mixed) - N.S. 1	344 0 0	1855	3 6 5½	4 10 0	- - -	- - -	6 19 0	- - -
Blakenall Heath, Infants - N.S.	75 0 0	1843	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	40 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
Blaxwich - N.S. 2	81 0 0	1845	9 10 7½	27 1 8	- - -	18 10 0	6 16 0	- - -
" " " " "	22 0 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	16 13 4	1853	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	12 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Blymhill - Par. 5	416 0 0	1857	3 9 2½	28 6 8	- - -	25 0 0	24 17 0	- - -
Brereton - N.S. 3	75 0 0	1846	1 10 0½	66 0 0	- - -	35 0 0	23 12 0	- - -
" " " " "	20 0 0	1850	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	30 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Brewood - N.S. 8	- - -	- - -	- - -	20 0 0	- - -	- - -	- - -	- - -
Brewood, St. Mary's R.C. 7	- - -	- - -	1 10 2	6 0 0	- - -	183 10 10	28 14 2	- - -
Brierley Hill - N.S. 3	270 0 0	1835	4 14 0½	50 0 0	- - -	245 10 0	49 16 0	- - -
" " " " "	150 0 0	1843	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	15 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
Brierley Hill - Wes. 5	- - -	- - -	13 19 2½	98 0 0	- - -	191 16 10	82 4 8	- - -
" " " " "	- - -	- - -	66 13 4	- - -	- - -	- - -	- - -	- - -
Brockmoor - N.S.	300 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
Bromley, Abbot's - N.S.	90 0 0	1844	- - -	- - -	- - -	- - -	- - -	- - -
Bromley, King's - N.S. 11	30 0 0	1853	1 5 0	- - -	- - -	- - -	10 5 0	- - -
Bromwich, West, All Saints' - N.S. 3	- - -	- - -	9 6 9	134 16 8	- - -	222 10 0	77 19 0	- - -
Bromwich, West, Ch. Ch. - N.S. 3	- - -	- - -	5 4 1	35 8 4	- - -	104 13 4	50 10 0	- - -
Bromwich, West, Gold's Hill, Iron- works - Ch.S. 2	- - -	- - -	7 8 4	109 2 6	47 18 4	94 1 8	41 8 0	- - -
Bromwich, West, Holy Trinity - N.S. 3	155 0 0	1843	5 5 6½	178 1 8	- - -	623 5 0	92 6 0	- - -
" " " " "	22 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
" " " " "	120 10 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Bromwich, West, St. James' Hill Top - N.S. 4	400 0 0	1845	7 9 11	229 0 0	- - -	934 11 8	112 15 0	- - -
Bromwich, West, Ebe- nozer Independent S.	100 0 0	1840	- - -	- - -	- - -	- - -	- - -	- - -
Bromwich, West, Summit - B.S. 5	- - -	- - -	- - -	104 13 4	- - -	483 13 4	47 7 9	- - -
Bromwich, West - Wes. 5	1,800 0 0	- - -	18 17 10½	177 6 8	- - -	840 1 8	123 13 9	- - -

a Being one-third of a grant towards erecting this school, in conjunction with two others, in the same parish, viz., "Talk-o'-the-Hill" and "Alsagers" (now called "Ohesterton"),

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Grati- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
STAFFORDSHIRE—cont.								
Bromwich, West, Hill Top	Wes. 5	- - -	- - -	19 9 6 ¹	69 11 8	16 8 0	444 0 0	84 7 9
Bromwich, West	R.C.	- - -	- - -	1 17 1	- - -	- - -	- - -	- - -
Brown Edge	N.S. 9	131 11 0	1846	5 0 8 ¹	- - -	- - -	- - -	2 12 0
Burslem, Dale Hall	N.S.	*150 0 0	1830	3 4 11 ¹	- - -	- - -	- - -	- - -
Burslem, St. John's	N.S. 9	100 0 0	1843	- - -	- - -	- - -	- - -	- - -
Burslem, St. John's	N.S. 9	27 16 8	1853	12 1 10 ¹	175 1 8	- - -	508 12 6	33 5 2
Burslem, St. Paul's (Sycho)	N.S.	15 0 0	1855	- - -	- - -	- - -	- - -	- - -
Burslem	N.S.	111 10 0	1841	- - -	- - -	- - -	- - -	- - -
Burslem	N.S.	23 0 0	1847	- - -	- - -	- - -	- - -	- - -
Burslem	Wes. 12	441 0 0	1851	20 17 5 ¹	76 18 4	- - -	576 4 2	47 19 4
Burton-on-Trent, Ch. Ch.	N.S. 12	310 0 0	1844	7 13 5	255 0 0	67 10 0	1,264 8 4	105 17 0
Burton-on-Trent, Ch. Ch.	N.S. 12	118 0 0	1855	- - -	- - -	- - -	- - -	- - -
Burton-on-Trent, Ch. Ch.	N.S. 12	543 0 0	1858	- - -	- - -	- - -	- - -	- - -
Burton-on-Trent (Anderstaff Lane), Trinity	N.S.	100 0 0	1846	- - -	- - -	- - -	- - -	- - -
Burton-on-Trent	B.S. 12	237 10 0	1845	5 0 7 ¹	- - -	- - -	377 6 8	- - -
Burton-on-Trent	B.S. 12	10 9 6	1847	- - -	- - -	- - -	- - -	- - -
Burton-on-Trent	B.S. 12	26 13 4	1854	- - -	- - -	- - -	- - -	- - -
Bushbury	N.S. 4	159 0 0	1847	3 6 5 ¹	88 0 0	- - -	248 12 6	34 12 0
Butt Lane	N.S. 10	38 0 0	1856	3 15 0 ¹	7 10 0	- - -	7 10 0	10 17 0
Butt Lane	N.S. 10	35 10 6	1858	- - -	- - -	- - -	- - -	- - -
Cannock, Endowed	N.S. 8	- - -	- - -	5 12 10 ¹	75 12 6	22 18 4	153 16 8	10 7 2
Capponfield Ironworks	N.S.	- - -	- - -	- - -	- - -	- - -	- - -	4 1 2
Cauldon, Low	Ch. S. 2	100 0 0	1843	- - -	35 0 0	- - -	84 18 4	25 7 0
Caverswall	N.S. 9	150 0 0	1840	1 17 11 ¹	- - -	- - -	6 5 0	2 9 0
Cheadle	N.S. 11	412 8 0	1845	4 7 10 ¹	14 3 4	- - -	- - -	17 19 0
Cheadle	N.S. 11	53 6 8	1855	9 16 6 ¹	114 6 8	25 0 0	717 15 0	89 16 0
Cheadle, St. Giles	R.C. 7	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Cheadle, St. Wilfred's	R.C. 9	- - -	- - -	2 14 10 ¹	166 10 0	10 0	375 0 0	21 15 0
Cheddleton	N.S. 10	221 4 6	1855	1 0 0	38 6 8	- - -	- - -	- - -
Cheslyn Hay	B.S.	100 0 0	1840	10 7 7	32 15 0	- - -	15 0 0	26 18 0
Chesterton	N.S. 10	884 0 0	1857	- - -	- - -	- - -	- - -	- - -
Chesterton (late Alsager's Bank)	N.S.	*2130 0 0	1834	- - -	- - -	- - -	- - -	- - -
Chesterton	N.S.	20 0 0	1845	- - -	- - -	- - -	- - -	- - -
Chorlton	N.S.	63 0 0	1849	- - -	- - -	- - -	- - -	- - -
Cobridge	N.S. 10	- - -	- - -	- - -	7 10 0	- - -	- - -	23 12 0
Cobridge, St. Peter's	R.C. 7	- - -	- - -	6 0 7 ¹	180 16 8	- - -	297 15 0	74 15 4
Coseley, Ch. Ch.	N.S. 4	193 0 0	1845	11 5 5 ¹	65 5 0	- - -	655 10 0	59 11 9
Coseley, Ch. Ch.	N.S. 4	9 14 6	1848	- - -	- - -	- - -	- - -	- - -
Coseley (Prince's End)	N.S. 4	318 0 0	1845	3 7 7	16 10 0	- - -	17 10 0	3 5 0
Coseley, West	N.S.	252 0 0	1845	- - -	- - -	- - -	- - -	- - -
Coseley (Darkhouse Lane)	B.S.	*150 0 0	1837	- - -	- - -	- - -	- - -	- - -
Coven	Ch. of E. 8	- - -	- - -	- - -	8 15 0	- - -	- - -	7 5 10
Cranberry Alley	N.S.	*25 0 0	1840	- - -	- - -	- - -	- - -	- - -
Creswell, St. Mary's	R.C. 7	163 0 0	1855	4 3 5 ¹	76 13 4	- - -	161 0 10	49 6 8
Croxton	N.S.	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Darlaston Green, St. George's	N.S. 3	304 0 0	1844	7 13 5 ¹	102 0 0	- - -	173 13 4	81 10 0
Darlaston	N.S.	4 10 0	1853	- - -	- - -	- - -	- - -	- - -
Darlaston	N.S.	5 0 0	1856	- - -	- - -	- - -	- - -	- - -
Darlaston	B.S.	*300 0 0	1837	- - -	- - -	- - -	- - -	- - -
Dilthorne, Endowed	N.S.	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Free	N.S.	- - -	- - -	2 9 5 ¹	- - -	- - -	- - -	- - -
Draycot	N.S. 10	70 0 0	1846	2 16 10	53 10 0	- - -	76 13 4	8 7 0
Draycot-le-Moors	N.S. 3	- - -	- - -	2 0 10	- - -	- - -	5 0 0	3 5 0
Ellastone	N.S. 12	- - -	- - -	6 3 2 ¹	81 1 8	- - -	217 1 8	39 12 0
Essington	N.S. 4	110 0 0	1847	6 16 11 ¹	38 15 0	- - -	205 13 4	38 17 0
Etruria	N.S.	5 3 6	1853	- - -	- - -	- - -	- - -	- - -
Etruria	N.S. 9	245 0 0	1846	2 10 0 ¹	- - -	- - -	- - -	12 1 0
Etruria	B.S. 12	- - -	- - -	5 17 7 ¹	78 6 8	- - -	19 3 4	22 10 8

a Being one-third of a grant towards erecting this school, in conjunction with two others, in the same parish, viz., "Talk-o'-the-Hill," and "Audley Village" girls' school.

Schools aided by Parliamentary Grants.

637

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Grat- uities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Industrial Schools.
	Amount.	Date of Payment.						
STAFFORDSHIRE—cont.								
Ettingshall - N.S. 3	223 2 11	1853	£ s. d. 4 17 4	£ s. d. 70 1 8	£ s. d. - - -	£ s. d. 92 8 4	£ s. d. 39 17 0	
Ettingshall - Wes. 5	- - -	-	7 4 8	99 0 0	- - -	257 15 0	60 2 0	
Eaton (Church) Ch. of E.	181 0 0	1858	- - -	- - -	- - -	- - -	- - -	
Fenton - N.S. 10	- - -	-	- - -	11 0 0	- - -	- - -	- - -	
Forebridge - N.S. 8	100 0 0	1845	5 0 0	5 16 8	- - -	43 6 8	39 2 4	
- - - - -	70 0 0	1857	- - -	- - -	- - -	- - -	- - -	
Forsbrook - N.S. 9	185 0 0	1857	2 1 8	- - -	- - -	- - -	1 15 5	
Freehay, St. Chad's N.S. 10	100 0 0	1847	4 19 0	172 7 6	63 6 8	361 11 8	54 4 2	
- - - - -	195 1 2	1857	- - -	- - -	- - -	- - -	- - -	
Glascoate - N.S. 11	291 12 0	1855	- - -	10 0 0	10 0 0	- - -	17 18 0	
Goldenhill - N.S. 9	150 0 0	1840	4 15 10	96 10 0	- - -	305 10 0	40 16 4	
- - - - -	4 13 4	1853	- - -	- - -	- - -	- - -	- - -	
- - - - -	50 0 0	1855	- - -	- - -	- - -	- - -	- - -	
Gornal, Lower - N.S. 3	300 0 0	1846	- - -	- - -	- - -	- - -	15 0 0	
Gornal, Upper - N.S. 2	100 0 0	1846	4 1 10	- - -	- - -	- - -	10 10 0	
- - - - -	36 0 0	1846	- - -	- - -	- - -	- - -	- - -	
- - - - -	82 0 0	1856	- - -	- - -	- - -	- - -	- - -	
Gornal - N.S. 3	150 0 0	1835	- - -	- - -	- - -	- - -	- - -	
Halmer End - N.S. 10	54 0 0	1850	- - -	- - -	- - -	- - -	4 7 0	
- - - - -	29 6 8	1857	- - -	- - -	- - -	- - -	- - -	
Hampstall-Ridware N.S. 11	- - -	-	1 8 1	19 16 8	- - -	47 10 0	40 0 0	
Hanbury, Endowed N.S.	150 0 0	1849	2 12 0	- - -	- - -	- - -	- - -	
Handsworth, N.S.	- - -	-	- - -	23 10 0	- - -	- - -	- - -	
Handsworth, St. James' - N.S. 2	65 0 0	1843	3 16 5	11 0 0	- - -	- - -	9 0 0	
Hanford - N.S. 10	- - -	-	1 4 0	- - -	- - -	- - -	23 16 0	
Harborne, Endowed N.S. 4	140 0 0	1838	- - -	90 0 0	- - -	127 1 8	30 1 0	
- - - - -	22 12 0	1843	- - -	- - -	- - -	- - -	- - -	
- - - - -	48 0 0	1845	- - -	- - -	- - -	- - -	- - -	
- - - - -	38 10 0	1852	- - -	- - -	- - -	- - -	- - -	
Hartshill - N.S. 11	- - -	-	1 19 9	103 8 4	- - -	70 8 4	23 1 8	
Haywood, St. John the Baptist's - R.C. 7	270 0 0	1856	1 14 2	- - -	- - -	48 11 8	19 10 6	
Hixon, St. Peter's - N.S. 11	104 8 0	1858	- - -	3 6 8	- - -	- - -	- - -	
Hollington - N.S.	- - -	-	1 0 0	- - -	- - -	- - -	- - -	
Hope - N.S.	- - -	-	2 3 9	- - -	- - -	- - -	- - -	
Horninglow - N.S.	40 0 0	1846	- - -	- - -	- - -	- - -	- - -	
Horton, Lee - N.S.	100 0 0	1848	- - -	- - -	- - -	- - -	- - -	
Ipton, Agricultural Ch. S. 10	302 2 0	1854	5 8 4	190 5 0	61 5 0	133 0 0	56 0 0	19 4 0
- - - - -	- - -	-	210 0 0	- - -	- - -	- - -	- - -	
Kids Grove - N.S. 9	- - -	-	9 3 3	223 15 0	65 16 8	528 16 8	123 5 0	
Kingsley, Infants' Ch. of E. 9	- - -	-	- - -	6 0 0	- - -	- - -	13 15 0	
Kingswinford, St. Mary's - N.S. 1	800 0 0	1846	3 6 4	200 13 4	47 18 4	295 6 8	61 2 8	
- - - - -	40 0 0	1855	- - -	- - -	- - -	- - -	- - -	
Kingswinford (Oak Farm Ironworks) N.S.	800 0 0	1845	- - -	- - -	- - -	- - -	- - -	
Kinver - N.S. 1	55 0 0	1839	3 0 7	5 6 8	- - -	- - -	3 15 0	
- - - - -	204 15 0	1851	- - -	- - -	- - -	- - -	- - -	
Knightley - N.S.	124 0 0	1846	- - -	- - -	- - -	- - -	- - -	
- - - - -	5 6 8	1847	- - -	- - -	- - -	- - -	- - -	
Knypersley - N.S. 10	- - -	-	1 17 6	31 1 8	- - -	- - -	21 13 0	
Lapley and Wheaton Aston - N.S. 8	324 0 0	1854	1 8 8	84 5 0	- - -	49 3 4	23 6 4	
Leasowe (Shaw's) N.S.	- - -	-	2 16 8	- - -	- - -	- - -	- - -	
Leek - N.S.	350 0 0	1835	2 9 2	9 0 0	- - -	- - -	- - -	
- - - - -	85 0 0	1847	- - -	- - -	- - -	- - -	- - -	
Leek, St. Luke's - N.S. 10	178 0 0	1847	1 11 4	100 18 4	- - -	15 0 0	25 1 0	
- - - - -	65 0 0	1855	- - -	- - -	- - -	- - -	- - -	
Leek - N.S.	- - -	-	3 0 0	41 5 0	- - -	15 0 0	15 6 0	
Leigh, Endowed Free S. 10	311 0 0	1858	1 6 8	17 10 0	- - -	- - -	13 3 0	
Lichfield, St. Mary's N.S. 1	114 0 0	1842	1 7 8	161 16 8	- - -	343 4 10	7 17 0	
- - - - -	99 15 0	1849	- - -	- - -	- - -	- - -	- - -	
Longdon - N.S.	161 14 6	1854	- - -	- - -	- - -	- - -	- - -	
Longton - N.S.	125 0 0	1838	- - -	- - -	- - -	- - -	- - -	
Longton - Wes.	- - -	-	4 3 4	- - -	- - -	- - -	- - -	
Longton, St. Gregory R.C. 7	- - -	-	9 15 11	47 15 0	- - -	77 15 6	25 15 0	
Madeley, Endowed N.S. 8	- - -	-	3 0 0	207 1 8	- - -	276 17 6	- - -	
Maryvale, Indust. R.C. 6	- - -	-	- - -	- - -	- - -	- - -	- - -	88 16 8

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupils, Teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
STAFFORDSHIRE—cont.								
Mayfield . . . N.S. 12	90 0 0	1849	2 6 11	97 8 4	-	335 19 2	-	53 8 0
Milford-in-Baswick N.S.	265 4 0	1854						
Milwich . . . N.S. 10	*50 0 0	1839	1 5 3	66 5 0	29 3 4	-	14 11 0	
Moddershall . . . N.S.	60 0 0	1844						
Moreton . . . N.S.	45 0 0	1850						
Mowcop . . . N.S. 9	84 0 0	1847		7 3 4	-	-	11 13 0	
Moxley . . . N.S. 2	135 0 0	1843						
" . . . N.S.	20 0 0	1847	1 10 5	5 5 0				
" . . . N.S.	*200 0 0	1838						
" . . . N.S.	15 0 0	1844						
" . . . N.S.	13 14 6	1846						
" . . . N.S.	30 0 0	1846						
" . . . N.S.	15 0 0	1856						
Newcastle-under-Lyne N.S. 9	*75 0 0	1835	5 9 24	95 0 0	-	403 5 0	32 2 0	
" . . . N.S.	63 6 8	1856						
" . . . N.S.	27 10 0	1856						
Newcastle-under-Lyne St. George's N.S. 12	693 0 0	1857	4 3 104	26 13 0	15 0 0	400 19 2	42 13 9	
Newcastle-under-Lyne B.S.	*350 0 0	1835						
Newchapel . . . N.S.	152 0 0	1848						
Norbury . . . N.S. 5	*47 0 0	1846					5 78 6	
" . . . N.S.	5 6 8	1847						
Norton Canes . . . N.S. 9	-	-		34 0 0	-	-	22 14 4	
Norton-in-the-Moors N.S. 9	-	-	6 1 34	105 10 0	-	340 13 4	47 13 3	12 0 7
Oakamoor . . . N.S. 10	196 0 0	1853	1 10 24	25 13 4	-	48 6 8	10 5 0	
Ocker Hill . . . N.S. 3	550 0 0	1853	8 9 64	17 10 0	-	19 13 4	20 17 0	
Pelsall . . . N.S.	152 0 0	1848	1 1 1					
Pelsall . . . B.S.	*100 0 0	1837						
Penkull, St. Thomas N.S. 10	350 0 0	1845	4 7 04	30 0 0	-	25 0 0	17 11 0	
" . . . N.S.	85 10 10	1856						
Penkridge . . . N.S. 8	-	-	16 2 112	122 13 4	-	352 11 8	66 8 10	
Pensnett . . . N.S. 1	70 1 6	1846				5 0 0		
Pleck and Bescott N.S. 2	396 4 4	1856	2 8 6	36 10 0	-	22 14 2	19 15 0	
Quarry Bank . . . N.S.	300 0 0	1845						
" . . . N.S.	2 0 0	1848						
Ranton . . . N.S.	32 0 0	1846						
" . . . N.S.	5 6 8	1847						
Rocaster . . . N.S. 11	122 0 0	1853	4 6 94	82 7 6	-	173 0 0	38 11 0	
Rollestone . . . Ch. S. 10	-	-		51 10 0	-	75 0 0	25 0 0	
Rowley Regis . . . N.S. 1	213 0 0	1849	2 6 54	-	-	51 15 0	26 12 0	
" . . . N.S.	5 0 0	1856						
Rugeley (Prince of Wales) N.S. 11	220 0 0	1845	3 1 34	45 0 0	-	144 3 4		
" . . . N.S.	54 15 0	1855						
Rugeley, St. Etheldreda's N.S. 10	-	-				80 0 0	2 5 0	
Rushall . . . N.S.	160 0 0	1848	6 0 84	-	-			
Sedgley (Catchem's Corner) N.S.	*175 0 0	1835						
Sedgley (Straits and Can Lane) N.S.	*130 0 0	1835						
Shelton, St. Mark's N.S. 11	*195 0 0	1838	8 11 104	143 11 8	-	937 0 0	31 9 2	
" . . . N.S.	75 0 0	1844						
" . . . N.S.	3 13 0	1848						
" . . . N.S.	30 0 0	1853						
Shelton, Granville Sch. 10	-	-	4 7 44	216 13 4	-	225 0 0	53 14 0	
" . . . Night S.	-	-				30 0 0		
Shenstone . . . N.S. 11	*97 0 0	1838					4 9 0	
" . . . N.S.	445 0 0	1856						
Short Heath . . . Wes. 5	-	-	1 12 8	41 5 0	-	22 10 0	12 3 6	
Silverdale . . . N.S. 10	252 0 0	1848	4 10 94	78 10 0	-	131 0 0	59 8 0	
" . . . N.S.	43 0 0	1856						
" . . . N.S.	21 0 0	1856						
Smethwick . . . N.S. 3	200 0 0	1840	4 3 104	11 13 4	-	315 8 4	29 6 0	
" . . . N.S.	82 0 0	1856						
Smethwick (Chance's) N.S. 3	-	-	16 18 44	192 0 0	-	331 0 0	163 7 0	

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certific- ated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
STAFFORDSHIRE—cont.								
Stafford - - - N.S. 8	763 0 0	1857	8 16 0	99 3 4	56 13 4	104 8 4	44 14 0	
Stafford - - - B.S.	150 0 0	1856						
Stafford, St. Mary's N.S.	226 0 0	1858						
Staffordshire (North), Church Schoolmasters' Association	- - -	- - -	5 0 0					
Stoke-upon-Trent - N.S. 9	- - -	- - -	13 16 10	129 1 8	124 3 4	738 2 6	83 7 4	
Stone - - - Par. 11	- - -	- - -	2 0 0				2 8 0	
Stone, Ch. Ch. - N.S. 2	147 0 0	1842	8 2 5	119 0 0	26 13 4	700 10 0	90 4 4	
" " " " "	70 0 0	1845						
" " " " "	2 7 0	1847						
" " " " "	15 0 0	1855						
" " " " "	180 0 0	1857						
Stone, St. Ann's - R.C. 7	- - -	- - -	2 0 0	11 0 0				
Stowe, Lichfield, Endowed - Ch. S. 11	40 0 0	1855	1 14 9	33 18 4	- - -	186 6 8	1 6 3	
Stretton - N.S.	- - -	- - -	1 9 2					
Swynnerton - Ch. S. 11	- - -	- - -		5 16 8				
Talk-o'-the-Hill - N.S.	6130 0 0	1834						
Tamworth - N.S. 11	90 0 0	1847	19 4 3	130 18 4	- - -	981 11 8	31 10 4	
" " " " "	15 0 0	1847						
" " " " "	27 5 0	1848						
" " " " "	14 5 4	1851						
" " " " "	80 0 0	1856						
Tamworth (Sir R. Peel's), Endowed School - - - 11	- - -	- - -	7 7 10	85 10 0	- - -	227 10 0		
Tea - B.S. 12	- - -	- - -	13 10 0	125 8 4	- - -	472 0 0	111 10 10	
Tipton - Wes. 6	- - -	- - -	15 13 0	78 7 6	- - -	513 1 8	82 7 9	
Tipton, St. John's - N.S. 3	- - -	- - -	- - -	17 10 0	- - -	17 19 0	7 7 0	
Tipton, Great Bridge Wes.	- - -	- - -	3 12 2		- - -	- - -	3 12 0	
Tipton Hall - N.S. 2	- - -	- - -	6 13 4	18 8 4	- - -	15 0 0	4 0 0	
Tipton, St. Martin's N.S. 2	- - -	- - -	6 17 10	15 0 0	- - -	- - -	6 12 0	
Tipton, St. Paul's Ch. of E.	- - -	- - -	4 6 4	15 0 0	- - -	- - -	1 10 0	
Tittensor - N.S. 11	- - -	- - -	33 10 0		- - -	- - -	5 14 0	
Trent Vale - N.S. 11	85 0 0	1846	2 4 6	12 10 0	- - -	197 9 2	18 5 0	
" " " " "	40 0 0	1852						
Tunstall - N.S. 9	300 0 0	1839	11 1 5	93 8 4	- - -	486 3 4	54 13 0	
" " " " "	30 0 0	1846						
" " " " "	40 0 0	1854						
Tunstall - Wes. 12	- - -	- - -	10 6 4	46 15 0	- - -	394 18 4		
Tutbury - Ch. S. 11	- - -	- - -	2 4 0	25 16 8	- - -	59 10 0	25 19 0	
Uttorefer - N.S. 11	12 0 0	1848	2 7 8	107 1 8	- - -	403 15 0	53 0 0	
" " " " "	8 12 0	1853						
" " " " "	250 0 0	1855						
Uttorefer - Wes.	- - -	- - -	8 3 10					
Walsall, Blue Coat N.S. 3	- - -	- - -	9 13 5	118 1 8	- - -	587 5 0	60 17 0	
Walsall, St. Mat- thew's - N.S.	173 0 0	1853						
Walsall, St. Peter's N.S. 1	81 0 0	1849	25 18 11		- - -	- - -	29 10 0	
" " " " "	20 0 0	1854						
Walsall, St. Mary's R.C. 7	- - -	- - -	5 7 9	72 16 3	- - -	380 4 7	40 17 2	
Walsall Wood - N.S. 3	60 0 0	1846	1 9 11		- - -	- - -	23 2 0	
" " " " "	10 0 0	1854						
Wednesbury, St. Bartholomew's - N.S. 3	180 0 0	1848	10 10 6	143 11 8	- - -	893 13 4	38 2 0	
" " " " "	30 0 0	1844						
" " " " "	20 0 0	1845						
" " " " "	13 0 0	1845						
Wednesbury, St. James' - N.S. 4	359 0 0	1845	7 0 2	184 5 0	- - -	470 0 10	44 15 0	
" " " " "	7 6 0	1846						
Wednesbury, St. John's - N.S. 4	321 0 0	1849	16 8 4	165 13 4	- - -	559 1 8	49 0 0	
" " " " "	10 0 0	1851						
" " " " "	5 5 0	1852						
" " " " "	2 15 0	1853						
" " " " "	46 0 0	1855						
Wednesbury - Wes. 5	- - -	- - -	9 3 4	103 7 6	- - -	308 1 8	25 0 0	
Wednesbury, King's Hill - N.S.	- - -	- - -	4 2 7					

a Being one-third of a grant towards erecting this school, in conjunction with two others, in the same parish, viz., "Audley Village" girls' school, and "Alsager's Bank" (now called "Chesterton").

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupils- teachers, and Gratu- ities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Industrial Schools.
	Amount.	Date of Payment.						
STAFFORDSHIRE—cont.								
Wednesfield - N.S. 4	£ 19 0 0	1857	£ 8 6 8	£ 3 15 0	£ 4 3 4	-	16 17 0	-
Wednesfield - B.S.	775 0 0	1837	-	-	-	-	-	-
Wednesfield Heath N.S.	670 0 0	1858	3 4 4½	-	-	-	-	-
Wetley Rocks - N.S.	120 0 0	1843	1 0 2	-	-	-	-	-
-	8 8 0	1846	-	-	-	-	-	-
Wigginton - N.S.	-	-	1 16 0	-	-	-	-	-
Willenhall, Holy Trinity - N.S. 4	535 0 0	1858	3 3 4½	53 5 0	-	118 15 0	42 9 17	-
Willenhall, St. Giles' N.S. 4	351 0 0	1855	3 4 2	72 15 0	-	174 9 2	29 17 0	-
Willenhall, Little London - B.S.	150 0 0	1840	-	-	-	-	-	-
Willenhall - Wes. 5	-	-	6 8 4½	35 0 0	-	86 15 0	21 7 0	-
Willenhall, Primitive Methodist School	*125 0 0	1838	-	-	-	-	-	-
Winshall, Holy Trinity - N.S.	60 0 0	1846	-	-	-	-	-	-
Wolstanton - N.S. 9	156 0 0	1841	4 1 8	40 0 0	-	214 10 10	65 1 6	-
-	51 15 0	1855	-	-	-	-	-	-
Wolverhampton, St. George's - N.S. 3	554 0 0	1845	20 5 9½	102 13 4	22 18 4	234 6 8	53 16 0	-
Wolverhampton, St. James' - N.S. 4	300 0 0	1845	5 3 8½	16 5 0	-	10 10 0	14 2 0	-
-	63 15 0	1837	-	-	-	-	-	-
Wolverhampton, St. John's - N.S. 3	*260 0 0	1834	6 18 10½	108 0 0	-	314 13 4	6 19 0	-
Wolverhampton, St. Mark's - N.S.	325 0 0	1850	11 8 6	-	-	-	-	-
Wolverhampton, St. Mary's - N.S. 4	401 0 0	1847	3 13 4½	6 5 0	-	12 10 0	14 3 0	-
Wolverhampton, St. Mathew's - N.S. 3	200 0 0	1852	9 5 10½	67 13 4	-	122 13 4	21 4 0	-
Wolverhampton, St. Paul's - N.S. 4	150 0 0	1842	22 0 5½	297 16 8	-	1,095 0 10	33 11 0	-
-	243 10 0	1850	-	-	-	-	-	-
Wolverhampton, St. Peter's, Collegiate Church - N.S. 3	547 0 0	1847	7 12 11½	138 11 8	-	645 10 0	42 8 0	-
-	11 12 0	1848	-	-	-	-	-	-
Wolverhampton - B.S.	*500 0 0	1837	-	-	-	-	-	-
Wolverhampton - Wes.	1,095 0 0	1853	-	-	-	-	-	-
Wolverhampton, Snow Hill, Congregational S. 5	-	-	6 0 10½	100 6 8	-	254 13 4	30 15 9	-
Wolverhampton, St. Mary's - R.C. 7	-	-	4 3 4½	64 10 0	-	77 15 0	25 9 6	-
Wolverhampton, St. Patrick's and St. George's, Girls - R.C. 7	160 0 0	1856	15 9 8½	187 16 8	33 6 8	786 15 0	38 10 4	-
Wolverhampton, St. Peter's and St. Paul's, Boys - R.C. 7	-	-	-	95 10 0	-	238 10 0	12 17 10	-
Wolverhampton, Ragged School -	462 15 0	1852	5 11 4½	-	-	-	-	-
Wordsley - N.S. 1	52 0 0	1844	7 14 5½	57 1 8	42 10 0	135 6 8	125 16 2	-
-	19 7 0	1847	28 18 4	-	-	-	-	-
-	50 0 0	1848	-	-	-	-	-	-
-	54 0 0	1856	-	-	-	-	-	-
Yoxall - N.S. 2	-	-	2 1 5	17 10 0	-	-	-	-
SUFFOLK.								
Aldeburgh - N.S. 8	-	-	1 1 7	134 3 4	-	400 18 4	66 18 0	-
Aldringham - N.S.	40 0 0	1846	-	-	-	-	-	-
Barnham, St. Gregory - N.S. 3	-	-	-	-	-	2 10 0	6 0 0	-
Barrow - N.S.	114 0 0	1848	-	-	-	-	-	-
Bawdsey - N.S.	105 15 0	1853	-	-	-	-	-	-
Beccles - N.S. 10	*125 0 0	1830	2 2 5½	49 10 0	-	43 15 0	16 15 0	-
-	35 0 0	1856	-	-	-	-	-	-
Beccles - H.S.	*150 0 0	1833	-	-	-	-	-	-
Belton - N.S. 11	-	-	-	8 6 8	-	-	4 3 4	-
Benhall - N.S. 8	-	-	2 3 4½	77 0 0	-	126 13 4	23 0 0	-

(a) Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Grants to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
SUFFOLK—cont.								
Bentley . . . N.S. 7	295 4 0	1854		56 13 4	-	15 0 0	16 10 0	
Bildeston . . Ch. S. 7	200 0 0	1853	5 5 3	45 0 0	-	75 0 0	38 3 0	
	44 6 11	1856						
Blundeston . . N.S. 11	66 10 0	1851	3 18 1	-	-	-	18 2 0	
Boxford . . . N.S. 7	46 10 0	1849	-	24 0 0	-	46 9 2	4 11 0	
	64 16 0	1855						
Brandon . . . N.S.	53 0 0	1844						
Brantham . . . Par.	122 0 0	1855						
Bredfield . . . N.S.	80 0 0	1854						
Brome and Oakley N.S. 3	-	-	1 18 0	-	-	-	4 11 0	
Bromeswell . . N.S.	50 0 0	1847						
Bucklesham . . N.S.	25 0 0	1846	1 0 0					
	42 10 0	1858						
Bungay . . . B.S.	*150 0 0	1835						
Bungay . . . N.S. 10	*181 7 0	1835	3 17 0	88 6 8	-	282 0 10	35 6 0	
	10 0 0	1846						
Bures, St. Mary's N.S. 5	*58 0 0	1839	7 0 8	88 6 8	69 11 8	363 3 4	112 13 0	
" " " "	40 0 0	1843						
" " " "	50 0 0	1845						
" " " "	14 5 4	1852						
" " " "	5 6 8	1853						
" " " "	4 10 0	1853						
" " " "	40 0 0	1855						
" " " "	70 0 0	1857						
" " " "	10 18 0	1857						
" " " "	107 10 0	1858						
" " " Night S.	-	-				6 14 10		
Burgh Castle . . N.S.	24 0 0	1853	1 2 8	-	-	-		
Bury St. Edmund's, St. James' . . N.S. 3	500 0 0	1855	10 19 9	94 18 4	-	166 13 4	59 17 0	
Butley . . . N.S. 7	80 0 0	1843	1 12 7	-	-	-	4 0 0	
Campese Ash . . Ch. of E. 7	-	-	-	5 0 0	-	-	-	
Capel, St. Mary's N.S.	225 0 0	1856						
Carlton Colville . N.S.	60 0 0	1844						
	4 10 0	1847						
Chelmondiston . N.S. 7	280 0 0	1857	4 14 11	-	-	13 0 0	27 15 0	
Chevington . . . N.S.	144 0 0	1848						
Cockfield, Parish N.S. 3	229 4 0	1857	1 9 10	-	-	-	2 1 0	
Copdock and Wash- brook . . . N.S.	50 0 0	1842						
Cransford . . . N.S.	97 4 0	1855						
Dallinghoe and Charsfield . . N.S. 9	146 0 0	1849	1 3 5	-	-	15 0 0		
Debenham . . . N.S.	*70 0 0	1835						
Erwarton . . . N.S.	*27 0 0	1839	1 13 14	-	-	-		
Eye . . . N.S. 7	-	-	4 1 8	6 13 4	-	-		
Eyeke . . . Par.	276 0 0	1858						
Freckenham . . N.S. 10	30 5 0	1856	-	31 10 0	-	-	2 13 0	
Fressingfield . . N.S. 10	113 0 0	1847	5 13 4	88 10 0	-	65 0 0	28 17 0	
	10 0 0	1856						
Fritton . . . N.S.	45 0 0	1848						
Gazeley . . . N.S.	34 0 0	1844						
Gorleston . . . N.S. 11	238 0 0	1841	6 13 7	29 3 4	-	14 3 4	12 6 0	
	50 0 0	1854						
Hadleigh . . . N.S. 7	174 0 0	1854	7 11 1	51 1 8	-	191 5 0	26 2 0	
Hadleigh . . . B.S. 4	*200 0 0	1837	5 6 0	73 5 0	-	104 13 4	85 3 0	
	31 3 4	1855						
Halesworth . . N.S. 10	9 0 0	1850	7 5 2	286 15 0	-	974 17 6		
	120 0 0	1855						
Harkstead . . . N.S.	60 0 0	1848						
Hawkedon . . . N.S.	80 0 0	1848						
Helmingham . . Ch. S. 8	-	-	8 4 0	62 18 4	-	197 4 0	46 17 0	
Henley . . . N.S.	*42 0 0	1838						
Hepworth . . . N.S.	36 6 8	1853						
Hessett . . . N.S.	80 0 0	1848	1 9 4	-	-	-		
" " " "	19 0 0	1856						
Hintlesham . . N.S.	23 0 0	1841						
Hitcham . . . N.S. 7	80 0 0	1858	2 1 2	25 0 0	-	22 10 0	24 6 0	
Holbrook . . . N.S. 7	-	-	-	-	-	-	6 12 0	
Hoo & Letheringham N.S.	40 0 0	1844	0 17 2	-	-	-		

Name and Depopination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensioners.	Grants on account of Assis- tant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
		Amount.	Date of Payment.						
SUFFOLK—cont.									
Hopton - - - N.S.	3	258 18 0	1856	8 15 0	12 16 8	-	17 10 0	-	-
Horham - - - N.S.	-	121 0 0	1858	-	-	-	-	-	-
Horningsheath - N.S.	3	-	-	-	59 10 0	-	-	-	-
Ilkeshall, St. Mar- garet's - - - N.S.	-	30 0 0	1848	1 4 0	-	-	-	-	-
Ipswich, Holy Trinity	N.S. 8	46 17 4	1854	8 14 8	120 13 4	-	494 17 6	68 19 0	-
Ipswich, Nottidge, Infants - - - N.S.	7	2 0 0	1856	-	-	-	-	-	-
Ipswich, St. Clement's and St. Helen's - N.S.	8	145 0 0	1848	24 0 11	232 15 0	-	1,779 3 4	118 11 0	-
" " " " "	-	174 0 0	1848	-	-	-	-	-	-
" " " " "	-	54 8 6	1852	-	-	-	-	-	-
" " " " "	-	35 19 0	1852	-	-	-	-	-	-
" " " " "	-	18 5 0	1857	-	-	-	-	-	-
" " " " "	-	113 6 8	1857	-	-	-	-	-	-
Ipswich, St. Mar- garet's - - - N.S.	8	172 0 0	1852	7 2 8	72 6 8	-	298 10 0	59 0 0	-
Ipswich, St. Mat- thew's (District)	N.S.	454 0 0	1848	9 14 1	274 11 8	-	1,494 5 0	98 6 0	-
" " " " "	-	38 0 0	1852	-	-	-	-	-	-
" " " " "	-	39 0 0	1853	-	-	-	-	-	-
" " " " "	-	465 0 0	1857	-	-	-	-	-	-
Ipswich, St. Peter's	N.S. 8	-	-	16 0 3	140 8 4	83 6 8	1,768 1 8	106 0 0	-
Ipswich - - - B.S.	4	406 7 3	1855	9 14 1	92 15 10	-	179 15 0	67 11 0	-
" " " " "	-	68 12 9	1857	-	-	-	-	-	-
" " " " "	-	61 12 8	1858	-	-	-	-	-	-
Ipswich - - - Wes.	4	-	-	17 3 5	151 10 0	-	608 1 8	29 8 0	-
Ipswich - - - P.U.	8	-	-	-	-	-	70 8 4	-	-
Ixworth - - - N.S.	-	50 0 0	1841	-	-	-	-	-	-
Kesgrave, District	N.S. 7	-	-	7 14 4	185 0 0	-	808 8 4	-	-
Kettlebaston - - N.S.	-	*37 0 0	1839	-	-	-	-	-	-
Lavenham - - - N.S.	-	*100 0 0	1839	-	-	-	-	-	-
" " " " "	-	100 0 0	1855	-	-	-	-	-	-
Laxfield - - - N.S.	-	80 0 0	1845	-	-	-	-	-	-
Leiston - - - N.S.	8	202 0 0	1848	5 17 4	61 5 0	-	112 1 8	34 17 0	-
" " " " "	-	12 3 6	1856	-	-	-	-	-	-
" " " " "	-	24 0 0	1858	-	-	-	-	-	-
Lowestoft, Girls - N.S.	10	4 10 0	1846	3 2 0	45 8 4	-	313 10 0	12 9 2	-
" " " " "	-	250 0 0	1854	-	-	-	-	-	-
Lowestoft (Annot's)	N.S. 10	8 13 4	1850	4 5 0	104 7 6	-	337 13 4	10 19 0	-
Lowestoft, St. John's	N.S. 10	115 0 0	1857	6 6 0	115 10 0	-	149 10 0	48 14 0	-
" " " " "	-	14 4 6	1858	-	-	-	-	-	-
" " " " "	-	25 8 0	1858	-	-	-	-	-	-
Lowestoft (Wylde's)	N.S. 10	-	-	4 11 8	-	-	171 0 10	-	-
Melton - - - N.S.	-	75 0 0	1846	-	-	-	-	-	-
" " " " "	-	4 11 6	1847	-	-	-	-	-	-
Mildenhall, West Row	N.S. 3	45 2 4	1856	-	26 13 4	-	2 10 0	6 16 0	-
Mildenhall (Sir H. Bun- bury's), Boys - -	3	-	-	-	124 10 0	-	198 10 0	19 12 0	-
Mildenhall (Sir H. Bun- bury's), Girls - Ch. of E.	7	-	-	-	15 0 0	-	220 15 10	19 14 0	-
Nayland - - - B.S.	4	-	-	3 0 6	49 5 0	-	72 10 0	35 1 8	-
Newmarket, St. Mary's	N.S.	250 0 0	1858	-	-	-	-	-	-
Newton - - - N.S.	-	*50 0 0	1837	-	-	-	-	-	-
Norton, St. Andrew's	N.S.	*50 0 0	1837	-	-	-	-	-	-
Pakefield - - - N.S.	-	-	-	2 1 8	-	-	-	-	-
Pakeham - Ch. of E.	3	-	-	-	20 0 0	-	96 16 8	25 5 0	-
Palgrave - - - N.S.	3	-	-	-	-	-	-	4 12 0	-
Parham - - - N.S.	-	37 0 0	1841	-	-	-	-	-	-
Poslingford - - - N.S.	-	32 0 0	1844	-	-	-	-	-	-
Preston, St. Mary's	N.S.	47 16 0	1844	-	-	-	-	-	-
" " " " "	-	100 0 0	1857	-	-	-	-	-	-
Redgrave and Botes- dale - - - N.S.	10	120 0 0	1845	1 18 8	-	-	-	5 17 0	-
Rendlesham - - - N.S.	9	-	-	2 9 7	59 10 0	-	90 0 0	25 12 0	-
Rickingham (Infe- rior) - - - N.S.	-	237 10 0	1854	1 14 6	-	-	-	-	-

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	Amount.	Date of Payment.						
SUFFOLK—cont.								
Rumburgh and St. Michael's - N.S.	120 0 0	1858						
Rushmere - N.S.	80 0 0	1846						
Saxmundham - N.S.	1 8		2 10 7½	53 8 4	35 0 0	41 5 8	23 14 0	3 15 0
Shotley - N.S.	75 0 0	1850						18 5 0
Snape - N.S.	8		2 1 8			3 6 8		19 8 0
Southwold - N.S.	10		4 13 0½	72 18 4	25 0 0	117 0 0	65 9 0	
" - "	66 0 0	1841						
" - "	10 0 0	1845						
" - "	35 13 0	1848						
" - "	65 0 0	1855						
" - "	172 8 0	1856						
" - "	400 0 0	1858						
Stoke by Clare - N.S.	5		1 0 0	3 6 8	-	16 6 8	8 15 0	
" - "	70 12 0	1856						
Stoke by Nayland - N.S.	8		3 13 2½			75 0 0		
Stonham Aspal - N.S.	8					56 17 8		
Stowmarket and Stow-Upland - N.S.	3		1 15 4				5 5 11	
Stratford, St. Mary's - N.S.	7		1 0 0½				31 19 0	
Sudbury, All Saints' - N.S.	8		6 13 11½	40 14 2		663 2 6	39 15 0	
" - "	24 0 0	1851						
" - "	40 0 0	1853						
Sudbury - B.S.	4		17 17 0½	62 0 0	-	1,450 0 10	32 0 0	
" - "	40 0 0	1851						
Sutton - N.S.	240 0 0	1857						
Tattingstone - N.S.	54 0 0	1841						
Theberton - N.S.	*33 0 0	1839						
Thorndon Reformatory -	7							1601711R
Thrandeston - N.S.	12		1 11 4½			32 10 0	1 10 0	
Tuddenham - N.S.	80 0 0	1841						
Uggeshall - N.S.	70 0 0	1844						
Walsham-le-Willows -								
" - N.S.	68 0 0	1849						
Watton-cum-Felix- tow - N.S.	7		1 8 9		5 0 0		11 4 0	
Wangford and Hen- ham - N.S.								
" - "	70 0 0	1844						
" - "	5 10 0	1847						
Wattisham - N.S.	*20 0 0	1837						
Welnetbam, Great - N.S.	9						5 0 0	
" - "	18 1 8	1856						
Welnetbam, Little - N.S.								
" - "	27 0 0	1845						
Westhall - N.S.	273 12 0	1855	2 4 0					
Westleton - N.S.	125 0 0	1843	1 0 0					
" - "	5 10 0	1846						
" - "	46 0 0	1847						
Weybread - N.S.	75 0 0	1843						
Wickhambrook, Sun- day School - N.S.		1835						
" - "	*40 8 0							
Wickham Market - N.S.	77 0 0	1842						
Wickham Market - B.S.	*55 0 0	1835						
Wickham Skeith - N.S.	45 0 0	1845						
Wissett - N.S.	50 0 0	1843						
Witnesham - Ch. of E.	7			5 0 0			6 5 0	
Woodbridge - B.S.	25 0 0	1858						
" - "	175 0 0	1841						
Woodbridge - N.S.	11						4 0 0	
Woolpit - N.S.	*60 0 0	1838						
Wratting, Little - N.S.	30 0 0	1851						
Wrentham - N.S.	*131 0 0	1835	0 14 2½					
Wrentham - B.S.	2		1 6 8				2 15 0	
" - "	44 10 0	1857						
Yoxford - N.S.	*109 0 0	1837						
SURREY.								
Addlestone - Ch. of E.	5			3 15 0			5 8 0	
Albury - N.S.	*60 0 0	1834						
Bankside, Boys - R.C.	2		3 0 0	16 5 0		54 18 4	16 10 0	
Bankside, Great Guild- ford Street, Girls - R.C.	2		3 18 4	18 10 0		127 16 8	27 3 0	

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficate Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
SURREY—cont.								
Banstead - N.S.	375 0 0	1858	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Barnes - N.S.	7		5 18 0	40 10 0	-	153 2 6		
Batterssea, Boys, Prac- hool - N.S.	6	1843	7 12 11	-	-	480 6 8	1 16 0	
Batterssea, Girls and Infants - N.S.	6	1851	9 17 10	40 11 8	-	698 3 4	15 10 0	
Batterssea Fields, St. George's - N.S.	0	1857	6 14 3	74 15 0	-	163 11 8	27 11 6	
Batterssea Grove - B.S.	2		-	23 15 0	-	15 8 4	11 2 0	
Beddington and Wallington - N.S.	12	1844	3 1 9	9 3 4	-	386 0 0		
Bermondsey, Ch. Ch. N.S.	6	1850	6 6 9	66 5 0	-	224 16 8	23 16 0	
Bermondsey, St. James (Spa Road) - N.S.	5	1842	21 10 9	172 6 8	-	601 15 0	43 17 2	
Bermondsey, St. Mary's, (Grange Walk) - N.S.	9	1854	3 8 4	5 0 0	-	-	15 0	
Bermondsey, St. Paul's, N.S.	9	1850	9 3 4	82 8 4	-	185 10 0	69 2 2	
Bermondsey (Star Corner) - N.S.	9		13 8 6	151 13 4	152 1 8	324 0 0	40 5 0	
Bermondsey (Great George Street) - B.S.	1	1835	-	-	-	377 0 0		
Bisley - N.S.	70 0 0	1847	-	-	-	-	-	
Blackfriars Road, Ch. Ch. (Green Walk) - N.S.	1	1837	-	-	-	-	-	
Blindley Heath - N.S.	3	1851	1 13 4	62 5 0	-	51 12 4		
Bookham, Great - N.S.	12		3 2 6	-	-	10 0 0		
Borough Road, Model B.S.	1	1852	6 6 8	236 5 0	52 10 0	3,908 16 8	20 15 0	
Bramley - N.S.	5		3 3 10	83 6 8	-	155 8 4	29 10 5	
Brixton Hill - B.S.		1839	-	-	-	-	-	
Brixton, North, St. John's (Angel Town) - N.S.	7	1852	6 13 8	42 16 8	-	23 6 8	19 14 0	
Brixton Hill, Grove House Reforma- tory School - N.S.	5		2 1 8	-	-	-	-	962 11 0
Broadwall - N.S.	50 0 0	1848	-	-	-	-	-	
Byfleet - N.S.	382 0 0	1857	-	-	-	-	-	
Camberwell, Cam- den District - N.S.	12	1847	10 15 9	267 4 2	-	1,057 10 0	31 11 0	
" " - N.S.	78 0 0	1851	26 13 4	-	-	-	-	
" " - N.S.	87 0 0	1852	-	-	-	-	-	
Camberwell, Ch. Ch. N.S.	5	1842	23 6 9	268 3 4	-	1,139 10 10	70 18 0	
" " - N.S.	11 10 0	1847	26 13 4	-	-	-	-	
" " - N.S.	60 0 0	1852	-	-	-	-	-	
Camberwell, Green Coat - N.S.	12		12 6 7	177 10 0	82 1 8	548 19 2	51 16 0	
Camberwell, (Craw- ford Street, Cold Harbour Lane) B.S.	1	1841	13 19 0	147 0 0	-	1,413 4 2	64 5 0	
" " - N.S.	60 0 0	1845	-	-	-	-	-	
" " - N.S.	159 0 0	1849	-	-	-	-	-	
" " - N.S.	85 0 0	1854	-	-	-	-	-	
Camberwell (Leip- sic Road) - B.S.	2	1837	4 9 3	152 12 6	-	528 5 10	33 5 0	
Camberwell, Ch. Ch., Ragged and Industrial School - N.S.		1856	-	-	-	-	-	
Camberwell, Den- mark Street, St. Matthew's - N.S.	7		2 13 4	2 10 0	-	-	-	
Chancery and Cud- ington - N.S.	12		6 18 7	35 16 8	-	164 11 8	17 1 0	
Chertsey - N.S.		1846	-	-	-	-	-	
Chertsey - P.U.	7		-	-	-	65 0 0		
Chessington and Hook - N.S.		1849	-	-	-	-	-	

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Furniture.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil teachers, and Graduates to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Indus- trial Schools.
	Amount.	Date of Payment.						
SURREY—cont.								
Chiddingfold - N.S.	*30 0 0	1837						
Clandon, West - N.S.			1 0 11					
Clapham, Boys - Par. 6	*180 0 0	1839	12 3 94	148 11 8		724 3 4	18 12 0	
Clapham (Bowyer's), N.S. 6	*224 0 0	1847	6 16 4	169 16 8		667 18 4	16 18 0	
Clapham, St. James' N.S. 5	60 0 0	1845	3 15 04	23 10 0		69 1 8		
Clapham, Wandsworth Road, Commercial, Ch. S. 12	-	-	-	19 3 4	-	29 0 0	11 19 0	
Clapham, Witley- burg Place - Night S.	-	-	-	-	-	13 6 6		
Clapham, Witley- burg Place - B.S. 2	*300 0 0	1840	5 2 62	73 6 8	-	388 5 0	53 10 0	
Clapham, St. Mary's R.C. 5	24 0 0	1856						
Claygate - N.S.	*30 0 0	1839	5 18 54	75 0 0	-	40 16 8		
Cobham - N.S. 5				5 0 0	-	5 0 0		
Coldharbour, Infant - 5				16 0 0	-		9 5 0	
Compton - N.S.	32 0 0	1841			-	9 13 4		
Cranley - N.S. 5	112 0 0	1849	5 8 73	195 13 4	59 3 4	250 15 0	34 6 4	
Cranley - " - 5	5 0 0	1853						
Croydon (Arch- bishop Tenison's), Ch. S. 12	-	-		39 3 4	-	295 8 4		
Croydon, Girls - N.S. 12	-	-	7 18 2	21 16 8	-	367 14 2	18 10 0	
Croydon, Ch. Ch. - N.S.	071 0 0	1857	410 0 0					
Croydon, St. George's, Boys - N.S. 12			1 19 7					
Croydon, St. James' N.S. 3	477 0 0	1853	5 0 0	113 10 0	-	447 15 10	15 6 6	
Croydon - " - B.S. 1	119 5 0	1854	3 3 102	28 6 8	-	2 10 0	7 7 0	
Croydon - " - B.S. 1	340 0 0	1848						
Croydon - " - B.S. 1	27 14 0	1853	17 13 82	75 6 8	-	622 0 0	64 13 6	
Croydon, St. Peter's Ch. S. 5	444 0 0	1858						
Ditton, Thames - N.S. 4	86 0 0	1847	2 1 83	22 10 0	-	24 18 4	5 11 0	
Dorking - B.S.	130 0 0	1843	3 6 84	7 10 0	-	18 10 6		
Dulwich (East) and Peckham Rye - N.S. 11			4 15 11					
Edingham - N.S. 12	285 0 0	1857		22 10 0	-			
Elstead - N.S. 4	92 0 0	1850	3 12 11	83 15 0	-	373 0 0	23 3 0	
Englefield Green - N.S. 7			1 0 4		-		5 17 0	
Epsom - N.S. 12	10 13 4	1849	4 1 7		-	154 6 8		
Ewell - N.S. 12	18 6 8	1858	6 6 24	181 13 4	-	340 13 4	12 9 0	
Ewell - N.S. 12			7 7 94	55 10 0	-	284 11 8	25 13 3	
Ewhurst - N.S. 3	125 0 0	1847		640 13 4	-			
Farncombe - N.S.	822 0 0	1853	1 6 72		-	24 15 10	8 19	
Farnham - N.S. 5			8 13 44		-			
Farnham - B.S.	*100 0 0	1835	7 7 64	193 13 4	-	590 75 0	30 14 0	
Fetcham - Ch. S. 12				88 6 8	-		8 7 0	
Godalming - N.S. 5	265 0 0	1843	2 13 4	157 1 8	-	756 8 4	95 4 2	
Godalming - " - 6	31 0 0	1836			-			
Godalming - N.S. 9	117 0 0	1838			-			
Godstone - N.S. 9	553 0 0	1855	5 0 104	41 5 0	-	42 10 0	30 7 0	
Guildford, St. Mary's and Trinity - N.S. 5	47 0 0	1852	5 0 04	53 12 6	-	226 10 0	43 13 11	23 11 0
Guildford, St. Nicholas - B.S. 5	117 0 0	1858	6 9 34	80 0 0	-	216 10 0	21 15 6	
Guildford - N.S. 5	13 15 0	1855			-			
Guildford - B.S. 5	*100 0 0	1837	6 6 04	45 16 8	-	222 4 2	28 16 0	
Guildford, Church Schoolmasters' As- sociation - N.S. 7	223 0 0	1858	1 0 3	40 0 0	-	83 0 0	10 4 0	
Guildford, Church Schoolmasters' As- sociation - N.S. 7			1 13 64					
Ham - N.S. 7	*90 0 0	1829	3 12 10		-	100 0 0		
Ham - N.S. 7	100 0 0	1846						
Hatcham, St. James' N.S. 12	600 0 0	1852	8 2 10	17 10 0	-	41 10 0	5 8 0	
Hersham - N.S. 5	45 0 0	1842	2 0 04	12 3 4	-	5 0 0	6 4 0	
Holmwood - N.S.	90 0 0	1845						
Holmwood - N.S.	95 0 0	1854						
Horley Row - N.S.	*115 0 0	1835						

a Scientific apparatus.

• Retiring pension.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on ac- count of Assist- ant Teach- ers.	Grants to Pupils, teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- formatory and Indus- trial Schools.
		Amount.	Date of Payment.						
SURREY—cont.									
Horsell - N.S. 5		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kennington, East (Bolton Street) - N.S. 6		134 0 0	1852	1 0 0	20 0 0	-	57 0 0	39 8 0	
" " " "		303 0 0	1848	3 0 1	96 6 8	-	186 6 8	24 13 0	
" " " "		307 0 0	1858						
Kennington, The Oval - N.S. 12		-	-	14 10 5½	121 13 4	155 16 8	1,421 13 8	19 0 0	
Kennington, Regency Place - N.S. 3		143 3 4	1852	4 3 4	3 15 0	-	-	-	
Kent Road - B.S. 3		-	-	4 16 7½	6 5 0	-	4 16 8	13 4 0	
Kent Road, John Street - Wes. 6		-	-	-	10 16 8	-	2 8 4	6 0 0	
Kew, Queen's School - 6		-	-	-	75 0 0	-	-	19 16 4	
Kingston-on-Thames, Public Free School - 12		-	-	7 8 0½	-	-	694 3 4	15 0 0	
Kingston Vale, Robin Hood School - 7		-	-	-	8 0 0	-	-	-	
Kingswood - Ch. S. 12		-	-	-	20 0 0	-	20 16 8	10 16 0	
Lambeth, All Saints - Ch. S. 4		200 0 0	1855	-	-	-	-	-	
Lambeth (Archbishop Tenison's), Girls - N.S. 12		29 0 0	1857	3 6 7	10 1 8	-	60 10 0	-	
Lambeth Reformatory, Belvidere Crescent - 6		-	-	-	-	-	-	-	355 10 0
Lambeth, Free Even- ing School - 12		42 14 0	1850	-	-	-	-	-	
Lambeth, Holy Trinity, N.S. 4		450 0 0	1852	2 13 9½	20 0 0	-	-	23 3 8	
Lambeth (South), Spring Grove - N.S. 12		130 0 0	1844	2 1 7½	64 10 0	-	163 1 8	20 0 0	
Lambeth, St. Bar- nabas' - N.S. 3		300 0 0	1850	13 16 1 10 0 0	161 3 4	50 0 0	419 13 4	33 1 10	
Lambeth, St. John's (Waterloo Road) - N.S. 9		-	-	6 6 10	20 13 4	-	17 10 0	9 15 0	
Lambeth, St. Mary's, Par. 12		*200 0 0	1837	6 13 2½	31 5 0	50 0 0	125 5 0	40 15 0	
" " " "		43 0 0	1856	-	-	-	-	-	
" " " "		17 4 0	1857	-	-	-	-	-	
" " " "		50 0 0	1858	-	-	-	-	-	
Lambeth, St. Mary's District Chapel - N.S. 12		-	-	13 11 0	102 15 0	10 3 4	137 6 8	18 19 6	
Lambeth, St. Thomas' - N.S. 12		-	-	6 4 0½	49 8 4	-	44 0 0	29 3 0	
Lambeth (George Street) B.S. 2		-	-	6 11 9	19 10 0	-	218 10 0	5 2 0	
Lambeth Chapel (China Terrace) - Wes. 2		-	-	16 5 9	222 0 0	-	1,550 16 8	48 15 0	
Lambeth, Norwood P.U. 4		-	-	-	-	-	43 10 0	-	
Leatherhead - N.S. 12		*80 0 0	1839	3 14 2½	94 15 0	-	298 15 0	14 19 0	
" " " "		60 0 0	1847	-	-	-	-	-	
" " " "		20 0 0	1848	-	-	-	-	-	
Leigh - N.S. 8		82 0 0	1850	-	-	-	-	3 4 0	
Lingfield - N.S. 4		353 0 0	1858	-	22 10 0	-	23 10 2	5 8 0	
Loseley School - 5		-	-	-	-	-	5 0 0	-	
Mertonham - Ch. S. 9		-	-	2 3 4½	10 0 0	-	-	15 9 6	
Merton Road - N.S. 12		*53 0 0	1839	-	-	-	-	-	
Mickleham - N.S. 9		90 0 0	1844	2 0 0½	-	20 0 0	-	8 9 0	
Mitcham - N.S. 9		*120 0 0	1838	10 11 6½	230 0 0	-	980 11 8	115 6 2	
Morden - N.S. 9		-	-	-	53 15 0	-	87 10 0	-	
Mortlake - N.S. 3		24 0 0	1857	9 13 9½	121 1 8	-	364 3 4	85 10 4	7 19 2
" " " "		60 0 0	1843	-	-	-	5 0 0	-	
" " " "		56 0 0	1844	-	-	-	-	-	
" " " "		75 0 0	1844	-	-	-	-	-	
" " " "		50 0 0	1846	-	-	-	-	-	
Mortlake, St. Mary's R.C. 8		-	-	2 4 2	61 0 0	-	52 10 0	23 15 0	
Moulsey, West - N.S. 5		*25 0 0	1839	1 6 8	70 16 8	-	5 0 0	18 11 0	
Newington, St. Mary's - N.S. 7		200 0 0	1853	24 8 5½	174 18 4	86 9 2	997 12 6	27 0 0	
Newington, Trinity N.S. 9		300 0 0	1843	13 12 2½	194 0 0	-	792 0 0	51 13 4	
" " " "		91 10 0	1849	-	-	-	-	-	

a Scientific apparatus.

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	Amount.	Date of Payment.						
SURREY—cont.								
Norbiton - N.S. 12	173 6 8	1833	1 0 10	34 13 4	-	68 0 0	4 10 0	
Norwood, St. Luke's - N.S. 12	62 0 0	1838						
Nutfield - N.S. 12	75 0 0	1840	3 6 84	41 19 2	-	15 13 0	13 2 0	
Ockham, Industrial B.S. 5	-	-	9 6 42	110 15 0	50 0 0	248 4 2	28 8 0	136 13 8
Peckham - N.S. 3	-	-	5 0 103	34 3 4	-	464 4 0	12 9 0	
Peckham, Newtown, St. Francis' - R.C. 4	-	-	-	2 10 0	-	7 5 0	-	
Peckham, St. Mary Magdalen - N.S. 9	674 0 0	1837	7 14 23	18 15 0	-	15 0 0	6 6 0	
Peckham, Lancas-terian School - B.S. 2	-	-	1 4 11	7 10 0	-	1 5 0	-	
Petersham - B.S. 2	-	-	46 13 4	55 17 6	-	30 16 8	14 0 0	
Putney - N.S. 12	-	-	-	118 7 6	-	229 18 4	66 13 4	
Putney, Infants - N.S. 12	222 10 0	1854	8 2 104	-	-	-	-	
Redhill Reformatory - 3	120 0 0	1855	-	-	-	-	-	1745 14 28
Redhill, St. John's - N.S. 9	200 0 0	1846	6 1 72	177 10 0	-	291 8 4	46 6 4	
" - " - N.S. 9	23 0 0	1856	-	-	-	-	-	
" - " - N.S. 9	12 3 0	1857	-	-	-	-	-	
Reigate - N.S. 9	1,176 0 0	1855	1 13 34	81 13 4	-	140 3 4	83 7 1	
Richmond - Par. 12	-	-	-	35 0 0	-	226 0 0	45 14 0	
Richmond, St. John's, Girls and Infants - N.S. 12	107 0 0	1844	11 9 04	4 13 4	-	95 13 4	14 11 8	
" - " - N.S. 12	40 0 0	1852	-	-	-	-	-	
Richmond, St. Eliza-both's - R.C. 3	-	-	1 17 6	68 6 8	-	15 0 0	-	
Richmond, New, Sheen Vale, Infants - 12	-	-	-	-	-	-	3 2 0	
Ripley - N.S. 5	120 0 0	1847	6 9 71	142 0 0	-	27 3 4	45 6 8	
" - " - N.S. 5	35 0 0	1858	-	-	-	-	-	
Rotherhithe, Amicable Society's School - 6	-	-	5 15 0	67 18 4	-	391 5 10	18 18 0	
Rotherhithe, Ch. Ch. N.S. - 6	324 0 0	1842	-	-	-	2 10 0	3 12 0	
Rotherhithe (Clarence Street), Green Coat S. 3	246 0 0	1846	5 16 4	92 16 8	-	481 13 4	21 3 0	
" - " - 3	8 0 0	1848	-	-	-	-	-	
Rotherhithe (Clarence Street) Ragged School - 9	650 0 0	1858	-	8 6 8	-	-	-	
Rotherhithe, Medway Place - B.S. 2	-	-	-	11 13 4	-	-	8 2 0	
Rotherhithe, Holy Trinity - N.S. 12	12 0 0	1846	11 18 4	70 8 4	27 10 0	236 1 8	76 17 0	
" - " - N.S. 12	28 0 0	1847	-	-	-	-	-	
" - " - N.S. 12	39 4 4	1857	-	-	-	-	-	
Rotherhithe, St. Mary's (Deptford-Road) - N.S. 7	*600 0 0	1837	17 16 4	61 13 4	-	1,717 18 4	91 18 4	
" - " - N.S. 7	*88 0 0	1837	-	-	-	-	-	
" - " - N.S. 7	24 0 0	1843	-	-	-	-	-	
Rotherhithe, St. Paul's (Surrey Canal) - N.S. 12	132 0 0	1847	3 6 8	-	-	223 13 4	26 13 0	
Rotherhithe (Silver Street) - B.S. 1	*160 0 0	1837	-	-	-	-	-	
Seal and Tongham - N.S. 1	105 0 0	1850	-	-	-	-	-	
Send - N.S. 1	225 10 6	1855	-	-	-	-	-	
Shalford - N.S. 5	481 4 0	1856	-	5 0 0	-	15 15 0	-	
Shere - N.S. 1	100 0 0	1843	-	-	-	-	-	
South Metropolitan District Par. Union S. 7	-	-	-	-	-	96 0 0	-	
Southwark, St. George the Martyr's - N.S. 3	*225 0 0	1839	22 10 113	220 6 8	-	780 14 2	15 0 0	
" - " - N.S. 3	86 0 0	1843	-	-	-	-	-	
" - " - N.S. 3	26 13 4	1850	19 12 8	-	-	-	-	
Southwark, St. George's - R.C. 1	-	-	2 13 03	12 10 0	-	27 5 0	10 5 0	
Southwark, St. Jude's - N.S. 5	-	-	17 17 11	91 18 4	-	705 13 4	62 1 8	

* Scientific apparatus.

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	Amount.	Date of Payment.						
SURREY—cont.								
Southwark, St. Jude's Infants - N.S. 7	-	-	-	-	-	49 10 0	11 13 6	-
Southwark, St. Mary's N.S. 12	465 0 0 182 0 0	1846 1846	28 8 10 26 13 4	227 11 8	-	1,695 15 0	51 4 0	-
Southwark, St. Michael's, N.S. 3	-	-	-	7 10 0	-	-	-	-
Southwark, St. Paul's, Ch. of E. 12	400 0 0	1855	8 0 0 216 6 0	40 5 0	-	29 3 4	25 8 0	-
Southwark, St. Peter's, N.S. 3	312 0 0	1848	-	-	-	-	-	-
Southwark, St. Stephen's, N.S. 3	366 0 0 18 7 5	1850 1857	-	-	-	-	-	-
Southwark Chapel - Wes. 2	-	-	18 0 5	194 18 4	-	454 3 4	0 4 0	-
Southwark, House of Occupation School - 11	-	-	-	-	-	-	-	2,340 5 0
Stockwell (Chapel Street) - N.S. 3	-	-	10 0 10	84 5 0	-	54 0 0	33 14 0	-
Stockwell, St. Mi- chael's, Ingleton Street, Infants - N.S. 7	-	-	-	18 15 0	-	30 0 0	20 19 0	-
Stockwell, St. Mi- chael's - N.S. 7	400 0 0 50 0 0 85 0 0	1848 1854 1857	16 12 10 210 11 10	182 3 4	37 10 0	1,301 0 0	34 13 0	-
Stoke - next - Guild- ford - Ch. of E. 5	819 0 0	1837	3 9 6 5 13 10	10 0 0 84 10 0	-	9 13 4 473 0 0	10 0 0 33 18 7	-
Streatham - N.S. 7	-	-	6 19 9	40 16 8	-	107 0 0	61 0 0	-
Streatham, Ch. Ch. - N.S. 5	-	-	4 0 0	127 10 0	25 0 0	115 16 8	18 12 0	-
Surbiton - N.S. 12	271 0 0 320 0 0	1849 1857	-	-	-	-	-	-
Surrey (North), Dis- trict School - P.U. 5	-	-	-	-	-	385 8 4	-	-
Sutton - N.S. 3	400 0 0	1853	-	-	-	-	-	-
Tandridge, Oxted, and Godstone - N.S. 3	-	-	-	12 0 0	-	173 13 4	-	-
Thorpe - N.S. 12	84 0 0	1847	1 13 4	83 15 0	-	-	8 0 0	-
Tooting (Drouett's Pauper School) - N.S. 12	-	-	-	-	-	-	3 2 6	-
Tooting, Parochial, Infants - Ch. of E. 6	492 0 0	1853	2 10 1	30 0 0	-	51 5 0	16 14 0	-
Tooting, Lower, Boys' and Girls' - N.S. 5	-	-	4 4 6 2 16 11	163 0 0	-	467 3 4	35 5 0 3 12 0	-
Thursley - N.S. 2	16 2 0	1857	9 11 6	50 15 0	-	672 11 8	24 14 0	-
Vauxhall Walk - Wes. 2	-	-	-	29 0 0	-	-	2 12 6	-
Virginia Water - N.S. 11	103 0 0	1844	-	-	-	-	-	-
Walton-on-Thames - Ch. of E. 5	526 0 0	1858	3 19 4	-	-	-	-	-
Watworth, Beresford Episcopal Chapel S. - 4	-	-	7 14 10	22 0 0	-	186 5 0	11 8 0	-
Walworth, St. Peter's N.S. 9	403 10 0	1852	7 14 11	114 16 8	-	1,007 3 4	55 5 10	-
Walworth (Mount Street) - B.S. 3	30 0 0	1839	-	-	-	-	-	-
Wandsworth, Bridge House Reformatory - 4	-	-	-	-	-	-	-	1,032 1 0
Wandsworth - N.S. 3	50 0 0	1836	-	-	-	-	-	-
Wandsworth, Point Pleasant - B.S. 2	75 0 0	1857	4 13 6	42 5 0	-	51 6 8	15 12 0	-
Wandsworth St. Mary's, (Summer's Town), Boys' & Girls' Ch. of E. 5	-	-	3 1 8	-	-	15 0 0	1 19 0	-
Wandsworth (Summer's Town), Infants - N.S. 3	43 10 0	1852	-	16 13 4	-	29 0 0	-	-
Wandsworth, Trades S. 11	-	-	-	-	-	-	-	-
Wandsworth, Family Home - 2	-	-	0 13 4 1 19 6	-	-	-	-	151 6 5
Waverley Compton - N.S. 3	-	-	-	-	-	-	-	-

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensioners.	Grants on account of Assistant Teachers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
SURREY—cont.								
Westcott - N.S. 5	500 0 0	1854	6 13 4	56 0 0	-	121 0 19	51 13 11	
Weybridge - N.S. 12	-	-	5 16 5	23 15 0	-	147 15 0	34 12 0	
Wimbledon - N.S. 12	*50 0 0	1836	9 18 11	119 2 6	-	307 5 0	-	
Witley - N.S. 4	-	-	-	-	-	15 0 0	-	
Woking - N.S. 4	200 0 0	1840	2 7 8	-	-	-	23 7 0	
Woking, St. John's Ch. of E. 4	189 0 0	1856	-	15 0 0	-	5 0 0	17 8 0	
Wonsarsh - N.S. 5	80 0 0	1842	2 14 8	20 0 0	-	20 0 0	12 11 0	
Wrecclesham - N.S. 5	45 0 0	1841	2 14 6	-	-	41 5 0	-	
" - " -	30 0 0	1849	-	-	-	-	-	
" - " -	189 0 0	1856	-	-	-	-	-	
York Town - N.S. -	-	-	1 10 0	-	-	-	-	
SUSSEX.								
Albourne - N.S. -	52 0 0	1844	-	-	-	-	-	
Alfriston - N.S. -	58 10 0	1845	-	-	-	-	-	
Arundel Ch. of E. 8	-	-	10 12 0	48 10 0	-	602 18 4	53 15 0	
Barcroft (Church Meadow) - N.S. -	*48 0 0	1842	-	-	-	-	-	
Battle and Langdon - N.S. 9	204 0 0	1847	5 15 0	38 16 8	-	9 6 8	-	
Beddingham - N.S. -	53 0 0	1846	1 3 11	-	-	-	-	
Berwick - N.S. -	108 0 0	1854	-	-	-	-	-	
Bexhill - N.S. 9	-	-	-	20 0 0	-	-	11 17 0	
Bishopstone - N.S. -	127 0 0	1850	-	-	-	-	-	
Bolney - N.S. -	*35 0 0	1839	-	-	-	-	-	
Bosham - N.S. -	*90 0 0	1835	-	-	-	-	-	
Brede - N.S. -	85 0 0	1843	-	-	-	-	-	
" - " -	46 0 0	1845	-	-	-	-	-	
Brighton (Central) - N.S. 12	110 0 0	1849	23 16 0	146 0 0	19 15 10	1967 19 2	34 15 0	
Brighton, Ch. Ch. - N.S. 12	-	-	7 17 1	145 13 4	-	240 0 10	-	
Brighton (Chichester Diocesan) Female Practising School - 12	300 0 0	1855	5 0 0	136 5 0	-	355 11 8	-	
Brighton (Kemp Town) St. Mark's - N.S. 12	-	-	5 5 10	63 5 0	-	15 0 0	17 4 5	
Brighton (Kent's Court), Infants - N.S. -	*75 4 0	1837	-	-	-	-	-	
Brighton (Spa and Exremont Street), Ragged School - 12	100 0 0	1857	15 2 8	86 3 4	-	360 15 0	-	
Brighton, St. John's N.E. 12	560 0 0	1847	28 5 10	201 14 2	-	1,312 15 0	-	
" - " -	51 10 0	1864	-	-	-	-	-	
" - " -	110 0 8	1854	-	-	-	-	-	
Brighton, St. John's R.O. -	-	-	4 0 7	-	-	-	-	
Brighton, St. Mary's R.O. 5	-	-	3 14 4	94 5 0	-	202 3 4	26 11 0	
Brighton, St. Nicholas Ch. of E. 12	-	-	4 17 9	33 13 4	-	152 0 0	25 13 4	
Brighton, St. Paul's N.S. 12	-	-	-	50 7 6	-	-	3 5 0	
Brighton, St. Stephen's - N.S. 12	251 0 0	1858	3 6 8	17 0 0	-	30 0 0	-	
Brighton (Warwick Street) - N.S. 12	50 0 0	1842	20 16 9	105 17 6	-	826 0 0	28 8 1	
Brighton (North Lane) B.S. -	*300 0 0	1837	-	-	-	-	-	
Brighton (North Lane) N.S. 7	-	-	-	14 3 4	-	-	-	
Brighton (Eastern Road), Royal B.S. 8	-	-	5 12 8	124 13 4	-	265 9 2	-	
Brighton (Middle Street), Union Charity - B.S. -	*250 0 0	1838	-	-	-	-	-	
Brighton and Sussex Church Schoolmasters' Association - N.S. -	158 0 0	1837	10 0 0	-	-	-	-	
Brighting - N.S. -	80 0 0	1840	-	-	-	-	-	
Broadwater - N.S. -	25 0 0	1840	-	-	-	-	-	
Burpham - N.S. -	218 0 0	1847	19 11 1	136 16 3	-	722 5 0	108 0 8	
Burwash - N.S. 5	7 1 8	1850	-	-	-	-	-	

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	Amount.	Date of Payment.						
SUSSEX—cont.								
Bury - N.S.	96 0 0	1848						
Buxted - N.S.	*222 0 0	1853						
Catsfield - N.S. 9	125 0 0	1846		40 0 0		48 11 8	23 12 0	
Chadley - N.S. 11	12 15 4	1857						
Chichester (Central) N.S. 9	350 0 0	1855	13 2 4 210 0 0	258 13 4		1,500 0 0	28 3 0 32 5 8	
Chichester, St. Pan- cras, Infants - N.S.								
Chichester (Little London) - B.S.	100 0 0	1848						
Chichester (Tower Street) - B.S. 8	84 3 4	1853	6 6 104	146 11 8	14 11 8	1,397 10 10	87 15 0	
Chiddingley - N.S.	80 0 0	1850	0 13 11					
Clayton and Keymer N.S.	*50 0 0	1839						
Compton and Up- marden - N.S.	90 0 0	1848	2 5 84					
Crowborough, see Withy- ham, St. John's.								
Cuckfield and Bal- combe - N.S. 5	160 0 0	1846		21 13 4		26 0 0	3 2 11	
Dallington - N.S. 9	35 0 0	1854		39 0 0			13 13 2	
Ditchling - N.S. 12	*75 0 0	1838		16 5 0				
Eastbourne - N.S. 9	64 0 0	1856	10 14 6	221 12 6		439 5 0	80 1 0	
Eastergate - N.S.	*50 0 0	1838						
Elsted - N.S.	*34 0 0	1838						
Palmer - N.S. 12				66 5 0			68 18 8	
Firle, West - N.S. 8	140 0 0	1846	4 11 04	36 0 0		98 15 6		
Fitching - N.S. 4			1 2 7	29 11 8		53 10 0	8 19 0	
Flimwell - N.S.	84 0 0	1846	5 6 11	184 5 0		305 0 0	111 17 0	
Forest Row - N.S. 3	180 10 0	1852						
" - N.S.	67 0 0	1854						
Forest Row - N.S.	*65 0 0	1837						
Frankfield - N.S.								
Frankham - Ch. of E. 5			5 1 54	106 16 8		351 1 8		
Frant (Free) - N.S. 5				10 0 0				
Furton - N.S. 9			1 6 64	28 10 0			21 1 0	
Glynde - N.S. 12			4 5 114	35 0 0		381 5 0	19 14 0	
Hadlow Down - N.S. 5	*75 0 0	1836						
Hadlow - N.S.	60 0 0	1850						
Hailsham - N.S. 9			1 13 4	36 5 0		48 11 8	31 6 5	
Halton, St. Clement's - N.S. 8			5 7 34			159 17 6		
Hampnett, West - P.U. 10						10 0 0		
Hartfield - N.S. 4	100 0 0	1842	4 1 114	50 0 0		200 1 8	18 3 5	
" - N.S.	8 10 0	1854						
Hastings - Par.	*220 0 0	1836						
Hastings, All Saints - N.S. 9	213 3 4	1853	21 5 74	140 15 0	75 0 0	1,161 0 10	90 19 2	
Hastings, St. Clement's - N.S.	200 0 0	1855						
" - N.S.	185 0 0	1856						
Hastings, St. Mary's - N.S. 9	166 0 0	1841	7 5 0	89 0 0		867 8 4	56 17 8	
Hastings - B.S.	*250 0 0	1836	1 19 5					
Hawkenbury - Ch. 4				2 10 0				
Hellingley - N.S. 9	170 0 0	1845	6 2 54			262 3 4	27 8 0	
Henfield - N.S. 12	53 0 0	1845		29 3 4		40 16 8	9 2 8	
Herstmonceux - N.S. 9			2 3 114	37 10 0		107 13 4		
Hoschley, West - N.S.	45 0 0	1844						
" - N.S.	15 0 0	1854						
Hove - N.S.	22 0 0	1846						
Horsham - N.S. 4			2 0 0			29 0 0		
Horsted, Little - N.S. 5				13 6 8			1 5 0	
Hove - N.S.	77 0 0	1842						
Hove, Western - N.S.	469 0 0	1858						
Hurst Pierpoint - N.S. 12			3 17 04	155 10 0		123 6 8	33 19 4	
Icklesham - N.S.	110 0 0	1846						
Iping - B.S. 8				29 1 8				
Isfield - N.S.	*50 0 0	1840						
Leonard's, Saint, on Sea - N.S. 9	*60 0 0	1836	15 16 8	101 10 0		687 3 4	68 16 10	
" - N.S.	396 0 0	1848						

α Scientific apparatus.

Schools aided by Parliamentary Grants

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
SUSSEX—cont.								
Leonard's, Saint, on Sea, St. Mary Magdalene's, In- dustrial Ch. of E.	9	684 0 0	1857	8 6 8	78 3 4	-	36 5 10	28 16 0
Leonard's, Saint, on Sea, All Souls' R.C.	5	-	-	8 13 3	11 18 4	-	423 3 4	48 7 6
Lewes - B.S.	8	79 0 0	1856	14 17 4½	202 15 0	-	565 3 4	61 10 0
Lindfield - N.S.	8	95 10 0	1852	4 0 7	48 6 8	-	61 10 0	41 13 0
Littlehampton - N.S.	105	0 0	1846	1 8 7½	-	-	-	-
Lodswoth - N.S.	5	80 0 0	1846	-	20 0 0	-	37 10 0	20 15 1
Lurgashall - N.S.	-	8 10 0	1856	-	-	-	-	-
Lurgashall - N.S.	-	90 0 0	1845	2 12 0	-	-	-	-
Lurgashall - N.S.	-	10 0 0	1845	-	-	-	-	-
Mayfield, Boys - N.S.	5	-	-	10 16 6½	75 0 0	-	190 16 8	13 4 0
Mayfield, Girls - N.S.	5	-	-	-	13 6 8	-	67 8 4	8 13 4
Merston - N.S.	-	37 0 0	1842	-	-	-	-	-
Midhurst - N.S.	-	170 0 0	1856	-	-	-	-	-
Mountfield and Whittington - N.S.	-	52 0 0	1850	-	-	-	-	-
Newhaven - N.S.	12	130 0 0	1844	8 15 0½	29 3 4	-	125 18 4	46 2 18
Ninfield - N.S.	-	100 0 0	1854	1 10 0	-	-	-	-
North Heath - N.S.	-	146 0 0	1858	1 17 5½	-	-	-	-
Northiam - N.S.	-	68 0 0	1857	2 6 5	-	-	-	-
Offham - N.S.	-	55 10 0	1850	-	-	-	-	-
Patcham - N.S.	-	107 0 0	1854	-	-	-	-	-
Peasmarsh - N.S.	-	140 0 0	1844	-	-	-	-	-
Pett - N.S.	-	29 0 0	1856	-	-	-	-	-
Plympton - N.S.	-	75 0 0	1848	-	-	-	-	-
Polegate - N.S.	-	23 0 0	1838	2 8 0	-	-	-	-
Poling - N.S.	-	54 0 0	1849	1 0 0	-	-	-	-
Portslade and Han- gletton - N.S.	-	66 10 0	1843	-	-	-	-	-
Portslade - N.S.	-	60 0 0	1853	-	-	-	-	-
Pulborough - N.S.	5	338 0 0	1858	4 13 4½	13 6 8	-	9 13 4	-
Pyecombe - N.S.	-	22 5 0	1845	-	-	-	-	-
Ripe - N.S.	-	35 0 0	1848	-	-	-	-	-
Ripe - N.S.	-	35 0 0	1849	-	-	-	-	-
Rotherfield - N.S.	4	-	-	1 12 11½	-	-	129 10 0	-
Rye - N.S.	8	-	-	6 8 3½	51 7 6	-	189 8 4	12 18 0
Salehurst - N.S.	5	75 0 0	1841	3 17 0½	16 5 0	-	26 0 0	2 6 0
Sayer's Common - N.S.	12	65 0 0	1843	-	-	-	-	7 14 8
Selmeston - N.S.	12	-	-	-	46 0 0	-	83 6 8	6 16 8
Slaugham - N.S.	-	60 0 0	1841	-	-	-	-	-
Sinfield - N.S.	5	80 0 0	1845	-	43 1 8	-	75 8 4	-
Sompting - N.S.	-	64 0 0	1839	-	-	-	-	-
Southbourne and Seaside - N.S.	9	160 0 0	1852	3 0 0½	152 18 4	-	210 18 4	90 17 6
Southwick - N.S.	-	27 10 0	1856	4 10 0	-	-	-	-
Staplecross - N.S.	8	70 0 0	1844	5 12 5½	-	-	-	-
Steyning - N.S.	12	70 0 0	1841	3 6 8	177 0 0	-	401 13 4	28 16 0
Storrington - N.S.	-	20 0 0	1836	3 0 5½	35 8 4	-	23 6 8	13 14 0
Stoughton and Rea- ton - N.S.	8	62 10 0	1843	2 5 11½	15 0 0	-	148 18 0	-
Ticehurst - N.S.	5	350 0 0	1847	8 4 11½	186 15 0	-	552 0 2	48 15 6
Tillington - N.S.	5	-	-	1 2 4½	128 5 0	-	74 8 4	47 16 6
Tryford - N.S.	4	-	-	2 2 6½	-	-	100 0 0	7 19 0
Uckfield - N.S.	5	266 10 0	1851	6 18 6	72 5 0	-	512 10 0	63 15 3
Wadhurst - N.S.	5	190 0 0	1837	5 12 3½	8 6 8	-	5 0 0	30 6 6
Wadhurst - N.S.	-	280 0 0	1855	-	-	-	-	-
Wadhurst, Best Beech Hill District Ch.S.	4	-	-	-	27 10 0	-	-	-
Waltham, Gold - N.S.	7	82 0 0	1848	-	37 10 0	-	67 10 0	13 8 0
Warblaton - N.S.	-	70 0 0	1838	-	-	-	-	-
Warnham - N.S.	5	74 0 0	1851	-	-	-	-	-
Wartling - N.S.	6	-	-	1 17 6½	21 16 8	-	87 0 0	-
Westbourne - N.S.	7	90 0 0	1837	5 0 0	95 0 0	-	17 19 6	23 4 0
Westmeston - N.S.	8	-	-	-	40 0 0	-	508 10 5	22 4 0

5 Scientific apparatus.

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		Amount.	Date of Payment.						
SUSSEX—cont.									
Withyham, St. John's	N.S. 3	-	-	1 16 74	-	-	35 0 0	-	-
Withyham, St. Michael's	N.S. 5	00 0 0	1846	3 4 6	120 1 8	-	71 13 4	21 0 6	-
Woolbeding	N.S.	181 0 0	1858	1 13 43	-	-	-	-	-
Worthing	N.S.	100 0 0	1835	-	-	-	-	-	-
Worthing	Wes. 6	-	-	1 4 82	11 0 0	-	87 10 0	-	-
WARWICKSHIRE.									
Alcester	N.S. 7	106 0 0	1844	4 2 84	-	-	422 8 9	111 12 0	-
"	"	6 18 6	1850	"	-	-	-	-	-
"	"	17 0 0	1854	-	-	-	-	-	-
Allesley Reformatory	11	-	-	-	-	-	-	-	73 16 8
Aston, Infants	N.S. 7	351 0 0	1856	4 3 44	24 0 0	-	15 0 0	11 1 6	-
Atherstone, Boys, Free School	8	150 0 0	1842	-	-	-	185 6 8	89 15 0	-
"	"	140 6 6	1855	-	-	-	-	-	-
"	"	51 8 6	1856	-	-	-	-	-	-
Atherstone	N.S.	31 1 10	1856	8 7 2	-	-	-	-	-
Attleborough	N.S. 7	236 0 0	1849	4 12 82	77 10 0	-	261 10 0	34 16 0	-
"	"	6 13 4	1855	-	-	-	-	-	-
Bentley	N.S. 7	-	-	2 5 7	98 7 6	-	323 7 6	66 3 0	-
Bidford	N.S. 8	50 0 0	1846	6 2 34	-	-	253 15 0	27 5 0	-
"	"	19 10 0	1854	"	-	-	-	-	-
"	"	13 2 6	1858	-	-	-	-	-	-
Birmingham, All Saints	N.S. 10	616 0 0	1844	4 8 34	75 5 0	-	52 10 0	15 18 0	-
Birmingham (Bishop Ryder's)	N.S. 7	450 0 0	1842	4 15 64	7 10 0	-	14 0 0	-	-
"	"	13 18 3	1846	-	-	-	-	-	-
Birmingham, Ch. Ch. (Pinfold Street) Boys' Girls' and Infants	N.S. 10	400 0 0	1837	9 3 44	11 5 0	-	-	7 4 0	-
Birmingham, Ch. Ch. (Byland Street)	N.S.	196 0 0	1849	-	-	-	-	-	-
Birmingham, St. Bartholomew's	N.S. 8	150 0 0	1834	4 0 14	6 5 0	-	26 13 4	56 1 0	-
"	"	115 0 0	1840	-	-	-	-	-	-
"	"	237 10 0	1851	-	-	-	-	-	-
"	Night S.	-	-	-	-	-	13 4 0	-	-
Birmingham, St. George's (Russell Street)	N.S. 8	300 0 0	1834	21 16 114	240 10 0	33 6 8	1,124 14 2	123 18 0	-
"	"	230 0 0	1843	-	-	-	-	-	-
"	"	200 0 0	1845	-	-	-	-	-	-
"	"	100 0 0	1847	-	-	-	-	-	-
"	"	8 11 8	1852	-	-	-	-	-	-
"	"	45 0 0	1855	-	-	-	-	-	-
Birmingham, St. Luke's (Edgaston)	N.S. 8	370 0 0	1843	17 13 94	105 14 2	107 5 10	957 9 2	30 3 0	-
"	"	183 0 0	1845	-	-	-	-	-	-
"	"	46 1 6	1846	-	-	-	-	-	-
"	"	12 16 0	1848	-	-	-	-	-	-
"	"	13 6 8	1850	-	-	-	-	-	-
Birmingham, St. Luke's (Macdonald Street)	N.S. 8	177 0 0	1850	6 5 04	5 16 8	-	72 18 4	6 15 0	-
Birmingham, St. Mark's (Helena Street)	N.S.	89 10 0	1850	1 16 8	-	-	-	-	-
Birmingham, St. Mark's (St. Mark's Street), N.S.	8	462 0 0	1844	16 8 3	91 11 8	-	935 3 4	74 14 0	-
"	"	12 16 4	1849	-	-	-	-	-	-
Birmingham, St. Mary's	N.S. 7	750 0 0	1846	11 1 74	148 0 0	-	497 19 10	65 11 0	-
Birmingham, St. Matthew's	N.S. 8	691 0 0	1841	16 12 64	63 13 4	-	69 5 0	30 12 0	-
"	"	56 10 0	1846	-	-	-	-	-	-
"	"	5 19 0	1846	-	-	-	-	-	-

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	Amount.	Date of Payment.						
WARWICKSHIRE—cont.								
Birmingham, St. Mat- thew's - Branch S.	8	-	-	-	-	-	6 2 0	
Birmingham, St. Mat- thias (Farm Street), Infants - N.S.	3	150 0 0	1849	1 14 2 ¹	34 15 0	-	263 0 0	34 2 0
Birmingham, St. Mat- thias (Wheeler St.) N.S.		1,200 0 0	1838	1 13 8				
Birmingham, St. Paul's - N.S.	8	788 0 0	1846	3 10 10 ¹	170 6 8	-	1,027 0 0	32 11 0
		20 0 0	1847					
Birmingham, St. Peter's (Moor Street) - N.S.	8	531 0 0	1844	4 6 8	-	-	103 15 10	
		10 0 0	1845					
Birmingham, St. Peter's (London Prentice Street), Infants - N.S.		73 10 0	1849					
Birmingham, St. Philip's - N.S.	7	500 0 0	1843	9 1 7 ¹	251 3 4	-	529 13 4	53 7 0
Birmingham, St. Ste- phen's - N.S.	7	828 0 0	1845	4 8 24	-	-	271 0 0	51 1 0
		12 12 0	1857					
Birmingham, St. Tho- mas' (Holloway Head Street) - N.S.	8	235 0 0	1842	16 5 11 ¹	517 8 4	-	921 1 8	63 7 0
" " " " " "		5 12 0	1845	27 5 4				
" " " " " "		80 0 0	1854					
Birmingham, St. Tho- mas' (Holiday Street), Infants - N.S.	8	171 0 0	1850	-	-	-	-	7 5 0
Birmingham, Church of the Saviour - B.S.	2	-	-	7 13 5 ¹	69 0 0	-	283 3 4	11 0 0
" " " " " " Night S.		-	-				60 0 0	
Birmingham, New Jeru- salem - B.S.	2	-	-	12 3 6 ¹	71 5 0	-	238 13 4	25 4 0
Birmingham - Wes.		-	-	18 0 0				
Birmingham, Unitarian Domestic Mission S.	2	-	-	19 8 4	107 1 8	22 18 4	734 16 8	53 5 0
Birmingham, Oratory (Edgbaston) - R.C.	4	-	-	2 16 11	38 15 0	-	28 10 0	16 19 0
" " " " " " Night S.		-	-				7 10 0	
Birmingham, St. Anne's (Alcester Street) R.C.	4	-	-	-	80 0 0	-	244 3 4	19 11 0
Birmingham, St. Chad's - R.C.	4	-	-	5 11 10 ¹	183 11 8	-	1,078 15 0	37 16 0
" " " " " " Night S.		-	-				10 0 0	
Birmingham, St. John's - R.C.	4	-	-	1 2 0	29 10 0	-	229 10 0	1 17 0
Birmingham, St. Mary's - R.C.	4	-	-	6 1 4 ¹	166 15 0	-	307 5 0	17 17 0
Birmingham, St. Nicho- las' - R.C.	4	-	-	1 3 4	65 0 0	-	184 3 4	18 8 0
Birmingham, St. Patrick's - R.C.	3	-	-	-	27 16 0	-	92 18 4	28 17 0
Birmingham, St. Peter's - R.C.	4	-	-	3 15 11	181 8 4	-	714 3 4	23 15 0
Birmingham - P.U.	9	-	-				143 15 0	
Birmingham, Day School Teachers' Association		-	-	0 13 4 ¹				
Birmingham, Industrial Free School	7	495 0 0	1850	3 11 2	29 0 0	30 0 0	15 0 0	366 17 10
" " " " " "		300 0 0	1855					
" " " " " "		200 0 0	1858					
Birmingham, Reforma- tory Girls' School		-	-	2 6 10 ¹	-	-	-	2 10 0 ¹
Birmingham and Edg- baston (Tenant Street), Industrial - B.S.	2	41 0 0	1853	6 3 7	62 10 0	-	231 7 6	10 0 0
Bordesley, St. An- drew's (Small- heath), Infants - N.S.		99 0 0	1850					

a Scientific apparatus.

Schools aided by Parliamentary Grants.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Grants to Masters and Mistresses.	Capital Grants.	Grants to Refractory and Industrial Schools.
	Amount.	Date of Payment.						
WARWICKSHIRE—cont.								
Brinklow N.S.	8	377 10 0	1856	3 11 10 3	26 5 0	-	30 8 4	16 7 0
Bromwich, Little N.S.	-	-	-	1 0 10	-	-	-	-
Budbrooke Ch. of E.	8	-	-	-	2 10 0	-	-	-
Bulkington School	-	-	-	1 5 8	-	-	-	-
Chilvers Coton N.S.	-	104 0 0	1846	-	-	-	-	-
Claverdon N.S.	8	100 0 0	1849	2 5 9 2	-	-	32 10 0	-
" " " "	-	140 0 0	1858	-	-	-	-	-
Clifton on Duns-moor N.S.	8	10 0 0	1849	4 9 7	53 0 0	-	297 10 0	-
" " " "	-	186 0 0	1851	-	-	-	-	-
Compton, Penny N.S.	-	54 0 0	1834	-	-	-	-	-
Corley Moor N.S.	-	-	-	0 12 4 2	-	-	-	-
Coveatry, Holy Trinity N.S.	10	1,337 0 0	1854	8 10 6 1	127 12 6	10 0 0	109 10 0	38 11 0
" " " "	-	12 10 0	1858	-	23 0 0	-	-	-
Coventry, St. John's N.S.	8	120 0 0	1840	2 9 8 3	22 10 0	-	81 8 0	-
Coventry, St. Michael's N.S.	8	1,200 0 0	1855	8 16 2 1	147 18 4	165 0 0	230 3 4	54 9 0
Coventry, St. Michael's Branch School	8	-	-	-	5 16 8	-	-	6 10 0
Coventry, St. Peter's N.S.	8	180 0 0	1844	4 2 3	99 11 8	-	442 3 4	14 14 0
" " " "	-	12 2 10	1847	-	-	-	-	-
" " " "	-	75 0 0	1852	-	-	-	-	-
" " " "	-	28 17 8	1857	-	-	-	-	-
Coventry, St. Nicholas' Place, Boys B.S.	-	125 0 0	1842	-	-	-	-	-
Coventry, St. Osburg's R.O.	-	-	-	3 3 2 3	-	-	-	-
Cubington N.S.	8	220 0 0	1846	2 3 1	167 10 0	-	746 18 4	35 17 0
Deritend, St. John's N.S.	8	267 0 0	1849	11 13 8 3	84 4 2	-	126 15 0	59 0 0
" " " "	-	95 5 0	1853	-	-	-	-	-
Dunchurch N.S.	7	106 0 0	1838	1 9 7 1	-	-	295 0 0	-
" " " "	-	8 0 0	1846	-	-	-	-	-
" " " "	-	42 0 0	1847	-	-	-	-	-
" " " "	-	8 5 0	1852	-	-	-	-	-
Eatington N.S.	10	-	-	1 9 6	57 15 0	-	-	25 0 0
Edgebaston Par.	8	-	-	6 9 6	76 5 0	-	627 13 4	43 16 0
Edgebaston, St. George's N.S.	10	182 0 0	1854	5 15 10 1	33 16 6	-	68 0 0	22 5 0
Erdington, Infants B.S.	-	100 0 0	1840	-	-	-	-	-
Erdington R.C.	4	-	-	3 0 0 4	32 10 0	-	18 15 0	80 11 0
Exhall N.S.	10	-	-	-	6 13 4	-	-	-
Grandborough N.S.	-	54 10 0	1841	-	-	-	-	-
Halford N.S.	-	-	-	1 0 7 1	-	-	-	-
Hampton-on-the-Hill R.C.	1	-	-	1 2 3	16 13 4	-	47 10 0	-
Harborough, Magna N.S.	-	88 0 0	1846	1 3 11	-	-	-	-
Harbury N.S.	8	306 0 0	1856	-	12 10 0	-	14 3 4	21 14 0
Hartshill N.S.	-	148 10 0	1833	1 9 4 1	-	-	-	-
Itchington, Bishop's N.S.	-	37 0 0	1838	1 0 0	-	-	-	-
Itchington, Long N.S.	7	502 0 0	1857	1 0 1	133 15 0	-	34 7 6	45 8 0
Kenilworth N.S.	7	57 0 0	1836	2 6 10 1	-	-	-	-
Kenilworth, Infants N.S.	7	-	-	-	14 1 8	-	-	19 3 0
Kenilworth, St. John's N.S.	7	212 0 0	1855	2 4 7	26 1 8	-	45 15 0	32 19 0
Kenilworth, St. Austin's R.C.	-	-	-	-	11 0 0	-	-	-
Keresley and Coundon N.S.	7	112 10 0	1852	2 14 8	52 10 0	-	90 17 6	44 10 0
Kingsbury Endowed N.S.	7	6 5 10	1840	7 18 9	85 5 0	-	285 5 0	18 6 0
" " " "	-	21 8 0	1854	26 13 4	-	-	-	-
" " " "	-	30 0 0	1857	-	-	-	-	-
Kinwarton and Great Alne N.S.	7	30 0 0	1836	3 6 5 1	25 0 0	-	252 4 2	27 17 0
" " " "	-	50 0 0	1841	-	-	-	-	-
" " " "	-	7 0 0	1841	-	-	-	-	-
" " " "	-	11 10 0	1853	-	-	-	-	-
Ladywood, St. John's N.S.	7	1,320 0 0	1857	13 3 5	69 10 0	-	134 0 10	40 16 6
" " " " Night S.	-	-	-	-	-	-	-	16 6 6

a Drawing augmentation.

b Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
WARWICKSHIRE—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Lea Marston Ch. of E.	-	-	-	11 5 0	-	-	11 15 0	-
Leamington Priors R.C.	4	-	2 10 5 ^a	112 0 0	-	87 10 0	-	-
Lorley - N.S.	10 10 0	1856	-	-	-	-	-	-
Lozells, St. Silas' - N.S.	8	-	4 15 6 ^a	31 18 8	-	46 10 0	45 19 0	-
Mappleborough Green - N.S.	10	-	-	7 10 0	-	15 0 0	4 1 0	-
Mount Carmel - R.C.	-	-	1 0 0	-	-	-	-	-
Napton on the Hill - N.S.	46 6 0	1844	1 7 9	-	-	-	-	-
-	24 0 0	1851	-	-	-	-	-	-
Nuneaton (Abbey End) Infants - N.S.	241 6 0	1849	-	-	-	-	13 12 0	-
Nuneaton (Church Lane) - N.S.	8	618 0 0	1850	5 11 1	178 5 0	168 6 8	706 8 4	69 10 0
Offchurch (Lady Guernsey's) - N.S.	8	-	-	35 16 8	-	43 2 6	2 15 0	17 11 4
Pailton - N.S.	121 0 0	1848	1 0 6	-	-	-	-	-
-	262 6 0	1854	-	-	-	30 0 0	-	-
Ratley - Ch.S.	7	117 0 0	1850	1 0 5 ^a	-	-	688 16 8	34 0 0
Rugby (Elborow's) - N.S.	8	29 19 0	1851	9 8 4	129 3 4	-	-	5 9 11
Rugby, New Parochial School (in St. Matthew's District) - Par.	8	275 0 0	1853	6 10 2 ^a	116 17 6	8 6 8	459 3 4	54 16 0
- Night S.	-	-	-	-	-	7 13 3	-	24 6 4
Rugby, St. Matthew's Infants - N.S.	8	100 6 0	1846	-	119 6 8	-	367 0 0	54 16 0
-	2 10 0	1853	-	-	-	-	-	-
-	65 0 0	1854	-	-	-	-	-	-
Rugby - Wes.	2	-	10 14 3	126 8 4	-	446 14 10	19 8 0	-
Sailey (Worcester Diocesan) Practising S.	8	200 0 0	1853	4 5 0 ^a	139 11 8	70 16 8	252 0 0	79 8 0
-	-	-	020 0 0	-	-	-	-	7 17 6
Sailey, Reformatory	-	-	-	-	-	-	-	735 18 0 ^a
Shirley, Endowed Ch. S.	8	45 0 0	1836	5 16 3 ^a	125 14 2	-	398 8 4	66 19 0
-	187 0 0	1832	-	-	-	-	-	-
-	15 2 6	1835	-	-	-	-	-	-
-	19 0 0	1856	-	-	-	-	-	-
Snitterfield - N.S.	7	100 0 0	1833	4 3 11	-	127 10 0	-	-
Solihull, Lower, Free - N.S.	8	48 0 0	1840	-	-	75 16 8	-	-
Southam Independent S.	-	64 0 0	1848	6 6 8 ^a	46 3 4	-	227 11 8	50 2 0
Stockingford - N.S.	8	2 5 0	1850	-	-	-	-	-
-	538 0 9	1855	-	-	-	-	-	-
Stockton - N.S.	-	30 0 0	1844	-	-	-	-	-
-	25 4 4	1858	-	-	-	-	-	-
Stoke - N.S.	10	63 10 0	1841	2 6 5	-	-	6 15 0	-
-	12 10 0	1858	-	-	-	-	-	-
Stratford-on-Avon - N.S.	11	230 0 0	1846	3 3 11	20 6 6	-	18 8 0	-
Studley - N.S.	10	35 0 0	1837	-	7 19 0	-	24 10 0	36 17 0
-	17 12 4	1856	-	-	-	-	-	-
-	267 0 0	1858	-	-	-	-	-	-
Sutton-Coldfield - R.C.	4	-	2 6 8	29 5 0	-	208 10 0	3 4 0	-
Thurleston - N.S.	-	138 15 0	1850	-	-	-	-	-
Tysoe - Ch. of E.	-	534 0 0	1858	2 0 9 ^a	55 0 0	-	6 13 4	20 8 0
Walton - Ch. of E.	8	267 0 0	1858	-	40 5 0	-	-	13 7 6
Walsgrave-on-Sowe - N.S.	7	-	1 10 8	7 10 0	-	5 0 0	9 12 0	-
Warton - Ch. of E.	-	267 0 0	1838	-	-	-	-	-
Warwick, St. Mary's, N.S.	8	150 0 0	1836	11 4 5	104 1 8	-	979 11 8	84 0 0
-	55 0 0	1847	-	-	-	-	-	-
-	20 0 0	1849	-	-	-	-	-	-
-	30 0 0	1853	-	-	-	-	-	-
-	62 0 0	1855	-	-	-	-	-	-
Warwickshire Reformatory	-	-	-	-	-	-	-	171 6 0 ^a
Warwick, St. Mary's and St. Paul's, Infants - N.S.	-	162 0 0	1849	-	-	-	-	-
Warwick and Leamington Church Schoolmasters' Association	-	-	0 13 4	-	-	-	-	-

^a Retiring pension.^b Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, and Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on ac- count of As- sistant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- form- atory and In- dus- trial Schools.
	Amount.	Date of Payment.						
WARWICKSHIRE—cont.								
Warwick High Street Chapel - B.S. 2	-	-	2 2 64	21 5 0	-	1 5 0	-	-
Westwood, Canley Hill - N.S. 6	-	-	1 2 14	20 0 0	-	-	3 1 0	6 6 4
Willescote - N.S. 7	-	-	-	-	-	-	5 2 0	-
Wishaw - N.S. 10	-	-	-	-	-	-	6 10 0	-
Wolvey - N.S. 8	53 0 0	1838	-	-	-	-	7 16 0	-
Wotton Wawen - N.S. 8	208 0 0	1857	-	-	-	-	-	-
WESTMORELAND.								
Appleby, St. Lau- rence's - E.S. 11	126 15 0	1840	4 8 10	57 10 0	-	49 3 4	31 11 4	-
Bongate - N.S. 2	65 0 0	1845	-	-	-	-	3 4 0	-
Brough - N.S. 7	-	-	2 1 84	10 10 0	-	45 8 4	-	-
Burton - Ch.S. 6	-	-	3 1 91	-	-	129 19 2	8 0 0	-
Casterton - N.S. 9	42 0 0	1841	-	30 0 0	-	-	3 0 0	-
Firbank - N.S. 1	-	-	-	-	-	-	-	-
Grayrigg - N.S. 1	32 0 0	1847	0 17 4	-	-	-	-	-
Helsington - N.S. 1	-	-	1 9 2	-	-	-	-	-
Helson - N.S. 1	-	-	-	-	-	-	13 2 0	-
Holme - N.S. 9	82 10 0	1842	28 2 10 1/2	211 8 4	-	248 18 4	55 11 4	-
Kendal, Boys - B.S. 8	125 0 0	1835	-	-	-	-	-	-
" " - N.S. 8	69 5 4	1835	-	-	-	-	-	-
" " - N.S. 8	69 0 0	1836	-	-	-	-	-	-
Kendal, Boys - N.S. 9	14 11 0	1840	2 4 44	134 10 0	-	730 1 8	47 10 0	-
" " - N.S. 9	14 0 0	1852	-	-	-	-	-	-
" " - N.S. 9	65 0 0	1854	-	-	-	-	-	-
Kendal, St. George's, Girls - N.S. 9	243 10 0	1854	2 14 4	36 13 4	-	73 6 8	17 4 0	-
Kendal, St. Thomas', Infants - N.S. 9	-	-	-	18 6 8	-	-	-	-
Kendal - Wes. 6	173 0 0	1848	3 15 44	6 5 0	-	129 11 8	-	-
Kendal, Castle Street, Girls and Infants - B.S. 8	-	-	2 10 1	15 6 8	-	27 18 4	26 14 6	-
Kendal - P.T. 7	-	-	-	14 11 8	-	15 16 8	-	-
Kendal, Highgate, Ch. of E. 9	-	-	2 1 54	6 13 4	-	-	-	-
Kirkby Stephen - N.S. 4	45 0 0	1834	-	15 0 0	-	-	17 3 0	-
Kirkby Lonsdale - N.S. 5	435 0 0	1838	4 15 10	-	-	-	-	-
Martindale - N.S. 5	27 0 0	1835	-	-	-	-	-	-
Ormside - N.S. 1	35 0 0	1834	1 17 64	94 16 8	-	107 10 0	13 18 0	-
Strickland, Great - N.S. 2	-	-	-	41 10 0	-	132 1 8	12 13 0	-
Windermere, St. Mary's - N.S. 9	-	-	-	-	-	-	-	-
WILTSHIRE.								
Aldbourn - N.S. 2	306 0 0	1858	3 10 44	115 10 0	-	199 0 0	40 7 0	-
Alderbury - N.S. 12	-	-	6 3 5	62 10 0	-	179 3 4	-	-
Amesbury - N.S. 3	-	-	2 1 0	36 13 4	-	54 13 4	24 5 0	-
Ashton - Ch.S. 2	-	-	43 10 04	61 17 6	40 12 6	28 10 0	-	-
Ashton, Steeple - N.S. 12	-	-	6 2	-	-	584 8 4	43 15 0	65 0 9
Ashton, West - N.S. 12	70 0 0	1847	-	-	-	-	-	-
" " - N.S. 12	9 10 0	1848	-	-	-	-	-	-
" " - N.S. 12	62 5 0	1850	-	-	-	-	-	-
" " - N.S. 12	37 10 0	1854	-	-	-	-	-	-
Avebury - N.S. 12	40 0 0	1844	3 16 74	-	-	113 1 8	51 8 0	-
Barford, St. Martin - N.S. 2	478 0 0	1854	1 0 0	-	-	13 0 6	-	-
" " - N.S. 2	-	-	-	-	-	1 5 0	8 8 0	-
Bedwin, Little - N.S. 2	323 0 0	1855	1 6 3	14 3 4	-	18 5 0	9 10 0	-
Bemerton - N.S. 2	-	-	1 0 0	-	-	-	-	-
Berwick Bassett - N.S. 1	66 0 0	1848	-	-	-	-	-	-
Biddestone - N.S. 1	50 0 0	1844	2 0 9	-	-	63 5 0	-	-
Bishopstone (near Farlington) - N.S. 12	126 0 0	1850	2 7 64	-	-	70 16 8	25 17 0	-
Bishopstone (near Salisbury) - N.S. 2	120 0 0	1855	2 1	-	-	-	-	-
" " - N.S. 2	9 8 6	1857	-	-	-	-	-	-

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
WILTSHIRE—cont.								
Bower Chalke - N.S.	40 0 0	1844						
Bowood School - 12	-	-	5 2 11	43 15 0	-	320 13 4		
Bradford, Ch. Ch. - N.S. 12	-	-	14 18 7	51 5 0	-	521 8 4	88 14 0	
Bradford, Parish Church N.S.	190 0 0	1834	6 18 4	65 1 8	-	514 11 8	64 19 0	62 8 0
" " " "	28 8 6	1852						
" " " "	31 14 8	1852						
Bradley (Maiden) - N.S.	65 0 0	1847						
Bradley North, Ch. Ch. (at Road Hill) N.S. 2	60 0 0	1835	1 0 3	21 16 8	-	83 15 0	16 0 0	
Bramshaw, Boys - N.S. 3	-	-	-	51 10 0	-	-	6 6 0	
Bramshaw, Girls - N.S. 3	-	-	-	31 13 4	-	35 0 0	10 0 0	
Bratton - N.S.	50 0 0	1846						
Bratton - B.S. 4	95 19 6	1846	4 3 9	22 10 0	-	-	21 7 0	
Brenhill - N.S.	150 0 0	1847	1 13 4		-	-		
Brixton Deverell N.S.	40 0 0	1836						
Bromham - N.S. 3	-	-	1 12 8	-	-	61 16 8		
Broughton, Gifford N.S. 1	30 13 4	1853	1 1 0	-	-	-	3 2 0	
Burbage - N.S.	276 0 0	1856						
Burbage - N.S. 12	6 0 0	1848	8 15 1	100 12 6	-	549 1 8	40 10 0	
Caine, Boys - N.S. 12	45 0 0	1856						
Caine, Girls " - N.S. 12	4 5 6	1848	6 16 9	59 3 4	-	608 18 4	18 10 0	
Caine (Lord Lansdowne's) Infant S.	-	-	-	9 3 4	-	29 0 0	12 3 0	
Caine, Middle, Endowed, Free Grammar School	12	10 0 0	1848	2 16 7	88 15 0	-	386 8 4	6 7 0
Caine, Mrs. Guthrie's Juvenile S.	12	-	-	9 13 4	-	14 11 8	7 17 0	
Castle Combe - N.S. 7	-	-	4 6 4	142 5 10	-	610 18 2	49 7 2	
" Night School	-	-	-	-	-	10 11 0		
Charlton, All Saints Ch. of E. S.	5	-	1 6 0	3 6 8	-	5 0 0		
Charlton Park - N.S. 3	-	-	-	-	-	76 13 4		
Cheverell, Great - N.S.	50 0 0	1845						
Chilton - N.S. 2	-	-	-	16 5 0	-	1 5 0	6 7 0	
Chippenham - P.U. 9	-	-	-	-	-	66 5 0		
Chippenham - N.S. 12	170 0 0	1837	-	12 0 0	-	-		
Chippenham, St. Paul's Ch. of E.	776 0 0	1838	4 12 9					
Chirton - N.S.	40 0 0	1846						
Chisledon - N.S.	70 0 0	1841						
Chittoe - N.S. 7	-	-	-	3 6 8	-	81 5 0	9 2 0	
Cholderton - Par. 1	-	-	1 17 8	21 0 0	-	142 1 8	43 10 0	
Christian-Malford - N.S. 1	-	-	4 9 10	11 12 6	-	-		
Collingbourne-King- ston & Dues Ch. of E.	2	-	2 2 9	-	-	2 10 0	5 11 0	
Combe Bissett - N.S. 12	40 0 0	1846	1 2 7	70 15 0	-	176 5 0	14 15 0	
" " " " - N.S. 4	7 10 0	1854						
Compton Bassett - N.S. 4	53 0 0	1848	1 14 5	-	-	-	4 5 0	
Corsham - B.S. 4	100 0 0	1840	6 14 6	53 15 0	-	304 10 0	84 18 0	
" " " " - N.S.	19 3 0	1855						
" " " " - N.S.	22 10 0	1857						
Corsley - N.S.	150 0 0	1847						
Cricklade - N.S. 2	108 0 0	1843	-	16 5 0	-	-	7 12 0	
" " " " - N.S.	-	-	-	25 0 0	-	-		
Crudwell " - N.S.	120 0 0	1858	1 16 4	-	-	-		
Damerham - N.S. 1	-	-	10 2 0	24 3 4	-	-	5 3 0	
Derry Hill - N.S. 2	90 0 0	1841	4 7 2	-	-	1 5 0	3 5 0	
" " " " - N.S.	43 0 0	1848						
Deverill, Long- bridge - N.S. 3	-	-	-	60 0 0	-	76 13 4	25 9 0	
Devizes, Town (Sheep Street), Boys - N.S. 12	-	-	2 7 2	61 15 0	-	177 1 8	28 10 0	
Devizes, Town (Bride- well Street), Girls - N.S. 12	-	-	7 17 4	52 11 8	-	184 17 6	21 18 0	
Devizes - B.S.	140 0 0	1834						
Dilton's Marsh - N.S. 12	200 0 0	1848	8 15 9	16 10 0	-	201 10 0		
" " " " - N.S.	6 3 0	1848						
" " " " - N.S.	29 0 0	1837						
Donhead, St. Mary's Downton - N.S. 12	162 0 0	1847	16 5 6	73 6 8	-	226 16 8	32 3 0	

a Gratuity in lieu of retiring pension.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.	
	Amount.	Date of Payment.							
WILTSHIRE—cont.									
Downton - - - B.S. 5	150 0 0	1841	3 6 8	185 16 8	60 0 0	526 3 4	93 14 0		
Downton - - - B.S.	11 6 8	1847							
Downton - - - B.S.	33 0 0	1850							
Downton - - - B.S.	50 0 0	1856							
Durrington - - - Par. 12			2 12 3	56 16 8	-	367 17 6	41 2 0		
Erchfont - - - N.S. 12			4 1 34	23 15 0	-	691 16 8	74 13 0		
Everleigh - - - N.S.	70 0 0	1845	1 9 10		-				
Fisherston Anger - N.S. 2	180 6 0	1843	4 8 34	67 7 6	-	137 15 10	10 16 0		
Fonthill, Bishop - N.S.	37 10 0	1841							
Fonthill, Gifford - N.S.	41 0 0	1846							
Fosbury - - - Ch. of E. 6			2 6 8	-	-	21 5 0			
Fovant - - - N.S.	105 0 0	1848							
Foxham School - - - 11						66 16 0			
Grafton, East - - - N.S. 6				25 0 0		50 16 8	16 13 0		
Grimstead, West - N.S.	101 6 0	1856							
Hankerton - - - N.S. 2	52 0 0	1852		19 3 4		16 5 0	4 16 0		
Heytesbury - - - N.S. 2	150 0 0	1838	2 15 104			6 13 4	16 8 0		
Heytesbury - - - N.S.	6 11 0	1848							
Highworth - - - N.S. 2	100 0 0	1837	3 12 34	16 5 0	-	1 5 0	12 11 0		
Highworth and Swin- don - - - P.U. 6						127 10 0			
Hillmarton - - - N.S.			1 0 54						
Hilperton - - - N.S. 12	70 0 0	1846	1 13 104			130 0 0	35 13 0		
Hindon - - - N.S. 3				64 12 6		60 0 0	0 12 0		
Hinton, Broad, En- dowed - - - N.S.	80 0 0	1846							
Hinton, Broad, En- dowed - - - N.S.	80 0 0	1848							
Hinton, Little - - - N.S. 12	65 0 0	1850	1 15 4			33 15 0			
Holt - - - N.S.	40 0 0	1835							
Imber - - - N.S.	34 0 0	1837							
Kingswood - - - N.S.	75 0 0	1835							
Kington Langley - N.S. 4	116 0 0	1837					2 10 0		
Knoyle, East - - - N.S. 1	31 0 0	1839	4 10 84			162 0 0	49 17 0		
Lacock - - - N.S. 12			2 0 0	111 5 0	-	261 0 0	17 4 0		
Landford - - - N.S. 5	45 0 0	1843	1 3 5	3 6 8		15 13 8	1 5 0		
Latton - - - Par. 3				78 0 0			24 7 0		
Laverstock - - - N.S.	5 0 0	1837	2 3 44	30 0 0			17 6 0		
Lavington, Market - N.S. 2	140 0 0	1846	2 15 114						
Limpley, Stoke - - N.S.	75 0 0	1845							
Ludwell - - - N.S. 4	70 0 0	1842					4 12 0		
Lydard Millicent - N.S.	38 0 0	1843							
Lydard Millicent - N.S.	25 0 0	1846							
Maddington - - - N.S. 2			3 3 64	20 16 8	-		15 8 6		
Malmesbury and West- port Juvenile - - - Ch.S. 2	600 0 0	1837	12 15 6	37 0 0	-	14 15 0	4 11 0		
Malmesbury - - - Ch. of E. 1				36 0 0	-	179 10 0	103 19 0		
Marden - - - N.S.	25 0 0	1844							
Marlborough, St. Mary's	N.S. 12	210 0 0	1850	2 9 12	156 9 2	647 6 8	45 17 0		
Marlborough, St. Peter's	N.S. 12	500 0 0	1854	8 9 64	243 0 0	580 7 6	42 17 0		
Martin - - - N.S.	123 0 0	1858							
Melksham - - - N.S. 12	154 0 0	1840	10 5 24	103 0 0	-	305 7 6	38 4 0		
Melksham - - - N.S.	27 4 4	1852							
Melksham - - - P.U. 9						5 0 0			
Melksham - - - B.S. 4	64 6 8	1856	3 10 34	126 8 4	-	544 16 8	50 8 0		
Mere - - - N.S. 12	207 0 0	1841	2 15 14	42 11 8	-	205 13 4	17 6 0		
Mere - - - N.S.	40 0 0	1846							
Miney, St. Leonard's - N.S.	116 0 0	1847							
Netheravon - - - N.S. 12			1 6 8	73 6 8	-		8 7 0		
Netherhampton - - N.S. 2			1 0 104	10 0 0	-		3 15 0		
Nettleton and Bur- ton - - - N.S. 7	69 0 0	1850	1 11 3		-	232 5 0	37 1 8		
Newton, South - - - Night-S. 12					-	8 18 8			
Newton Tony - - - N.S.			1 0 4	83 1 8	-	52 10 0	3 0 0		
Nunton - - - Par.	73 0 0	1837	1 13 4		-				
Nunton - - - N.S.				24 0 0	-				
Patney - - - N.S.	25 0 0	1835							
Pewsey - - - N.S.	75 0 0	1840							

a Gratuity in lieu of retiring pension.

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificat- ed Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teachers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
WILTSHIRE—cont.								
Pickwick - - - N.S.	444 0 0	1858	5 8 4					
Plaitford - - - N.S.	84 0 0	1855	1 7 2					
	27 9 4	1858						
Pool Keynes - - N.S. 4	86 0 0	1847					13 15 0	
	9 5 0	1855						
Purton - - - N.S. 12			3 6 84			105 0 0	8 15 0	
Redlynch - - - N.S. 1			0 18 6	26 0 0		28 15 0		
Salisbury, Model - N.S. 1				68 16 8		140 5 10	1 5 0	
Salisbury, St. Ed- mund's - - - N.S.	*40 0 0	1835						
Salisbury, St. Mar- tin's - - - N.S. 12	21 0 0	1851	15 13 44	275 11 8	27 1 8	1,213 2 6	79 4 0	
Salisbury - - - Wes. 6			8 1 1	116 5 0		461 3 4	18 6 0	
Salisbury Church Schoolmasters' As- sociation - - -			10 0 04					
Salisbury - - - P.U. 6						5 0 0		
Seagry - - - N.S.	50 0 0	1851						
Semley - - - N.S. 4	50 0 0	1841					2 15 4	
Shaw and Witley - N.S. 2			3 3 6					
Sherston Magna - N.S.	130 0 0	1846	7 1 104			44 0 0	30 4 0	
	40 0 0	1858						
Sherston, Infants - B.S.			11 17 3	156 16 84		563 16 8	115 13 0	
Shrewton - - - N.S.			1 13 4	15 0 0			6 0 0	
Southbroom - - - N.S.	*50 0 0	1834						
Staverton - - - N.S. 12			2 14 2			171 5 10	10 16 0	
Stert - - - N.S.	20 0 0	1841						
Stockley - - - N.S.	117 0 0	1856	2 0 0					
	58 0 0	1853						
Stratford-sub-Castle N.S.	37 10 0	1842						
Stratton, St. Mar- garet's - - - N.S.	*35 0 0	1837						
Studley, St. John's N.S. 12	881 0 0	1855	1 19 6	19 3 4		32 10 0	6 8 0	
Sutton Bengier - - N.S.	42 0 0	1850						
Swallowcliffe - - N.S.	45 0 0	1844						
Swindon, New (Great Western Railway) N.S. 3	300 0 0	1846	7 16 74	177 3 4		561 1 8	105 11 3	
	298 0 6	1838						
Swindon - - - N.S. 3	*85 0 0	1837	4 11 7	51 11 8		81 19 2	19 8 0	
	47 0 0	1857		6116 13 4				
Swindon, Old, Infants. N.S. 3				56 6 8		145 9 2	44 9 0	
Tisbury - - - N.S. 3	175 0 0	1843	2 16 24	6 13 4		35 0 0	1 10 0	
	124 0 0	1855						
Tollard, Royal - - N.S. 11						85 0 0	9 15 0	
Trowbridge - - - B.S. 4			7 6 74	51 5 0		227 10 0	63 15 0	
Trowbridge - - - N.S. 12	726 0 0	1846	11 10 5	152 19 2		1,457 13 9	96 12 0	
Trowbridge, Holy Trinity - - - N.S. 12	*105 0 0	1897	5 3 2	19 3 4		629 2 1	37 5 0	
	8 0 0	1851						
Upton Scudamore - N.S.	*30 0 0	1839						
Wanborough - - - Par. 5			2 8 9	11 13 4				
Warminster - - - N.S. 12	*460 0 0	1835	10 17 94	237 11 8	25 0 0	1,384 9 2	59 10 0	
	5 4 8	1845						
	291 0 0	1846						
Warminster - - - B.S. 4	*155 0 0	1837	1 2 74	33 5 0		70 5 0	27 7 0	
Westbury - - - N.S. 12	150 0 0	1847	8 11 8	138 5 0		368 14 2	33 7 0	
	8 2 0	1848						
Westbury, Heywood House - - - N.S. 12			4 1 14			442 13 4	24 15 0	
Westbury, Leigh Ch. of E. 1							2 14 0	
Westwood - - - N.S.	58 0 0	1842	1 1 0					
	20 0 0	1853						
Whiteparish - - - N.S.	100 0 0	1842	4 0 44					
Wilton - - - N.S. 12			7 9 104	266 14 2		670 2 8	77 7 0	
Wiltshire, North, School- masters' Association -			8 18 94					
Winterbourne, Earl's, N.S.			1 17 5					
Winterbourne, Monk- ton - - - N.S.	25 0 0	1846						

a Scientific apparatus.

b Retiring pensions.

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	Amount.	Date of Payment.						
WILTSHIRE—cont.								
Winterbourne, Stoke N.S. 12	-	-	-	56 13 4	-	53 6 8	12 0 0	-
Wootton Rivers - N.S. 5	-	-	-	-	-	-	19 11 0	-
Wootton Bassett - N.S.	40 0 0	1842	-	-	-	-	-	-
Wootton Bassett - B.S.	-	-	5 6 5 1	-	-	-	-	-
Wraxall, South - N.S.	37 10 0	1842	-	-	-	-	-	-
Wylie - N.S.	*45 0 0	1880	-	-	-	-	-	-
Wylie, West, Ch. School- masters' Association	-	-	8 4 5 1	-	-	-	-	-
Zeals - N.S.	42 0 0	1846	1 0 0 1	-	-	-	-	-
WORCESTERSHIRE.								
Alvechurch - N.S. 11	252 0 0	1857	2 7 4 1	44 15 10	-	-	17 16 0	-
Arcley, King's - N.S.	55 0 0	1846	1 5 0 1	-	-	-	-	-
Balsall Heath, St. Paul's - N.S. 10	1,270 0 0	1857	24 10 7 1	49 17 6	33 15 0	47 14 2	22 5 0	-
Badsey and Wickham- ford - N.S.	125 16 0	1855	2 0 0	-	-	-	-	-
Bartley Green - N.S.	*50 0 0	1840	-	-	-	-	-	-
Beugworth - N.S. 4	150 0 0	1847	3 8 3 1	58 15 0	-	245 5 0	13 11 0	-
" - N.S.	50 0 0	1848	-	-	-	-	-	-
Berrow - N.S.	*45 0 0	1835	-	-	-	-	-	-
Bewdley, Far Forest N.S.	60 0 0	1849	1 8 11 1	-	-	-	-	-
Blockley, Upper, Ch. of E. 8	-	-	-	16 16 8	-	29 0 0	28 12 0	-
Bredicot - N.S.	100 0 0	1845	2 8 5	-	-	-	-	-
" - N.S.	30 6 6	1848	-	-	-	-	-	-
" - N.S.	12 10 0	1856	-	-	-	-	-	-
Bretforton - N.S.	75 0 0	1848	-	-	-	-	-	-
Broadheath - N.S.	*18 0 0	1836	-	-	-	-	-	-
Broadway - N.S. 10	150 0 0	1857	2 10 6	3 15 0	-	-	-	-
Broadway, St. Mary's R.C. 3	-	-	-	15 11 8	-	55 0 0	27 15 0	-
Bromsgrove - N.S. 11	*200 0 0	1834	13 19 3 1	199 16 8	-	49 3 4	91 15 0	-
" - N.S.	-	-	26 13 4	-	-	-	-	-
Bromsgrove, The Lickey - N.S. 11	205 0 0	1855	-	73 10 0	-	83 0 0	38 8 0	-
Bromsgrove, Park Place - R.C.	-	-	-	33 0 0	-	-	-	-
Castle Morton - N.S.	102 0 0	1849	-	-	-	-	-	-
Claines - N.S.	*100 0 0	1841	2 0 0 1	-	-	-	-	-
Claines, St. George's N.S. 12	*123 0 0	1835	3 6 8	6 13 4	-	-	2 12 0	-
Cient - N.S.	-	-	1 17 2	-	-	-	-	-
Clifton-on-Teme - N.S. 12	100 0 0	1844	1 5 8	-	-	-	12 17 0	1 11 0
Cradley - N.S. 11	1,092 0 0	1856	5 14 7 1	32 10 0	37 10 0	39 7 6	27 14 0	-
Dodderhill - N.S.	100 0 0	1846	1 11 1 1	-	-	-	-	-
" - N.S.	46 0 0	1847	-	-	-	-	-	-
Droitwich, Coventry Charity - N.S. 10	-	-	-	12 0 0	-	-	-	-
Droitwich, St. Peter's N.S. 10	255 0 0	1858	12 16 10 1	143 10 0	-	327 5 0	78 18 0	-
" - Wes.	38 8 6	1858	-	-	-	-	-	-
Dudley - N.S.	-	-	5 0 0 1	-	-	-	-	-
Dudley, St. Edmund's - N.S. 1	450 0 0	1847	11 12 9 1	150 0 0	22 18 4	233 0 0	36 13 0	-
Dudley, St. James' - N.S.	150 0 0	1844	-	-	-	-	-	-
Dudley, St. John's - N.S. 4	395 0 0	1848	-	-	-	-	-	-
Dudley, St. Thomas' - N.S. 1	520 0 0	1848	6 6 11 1	27 5 0	-	21 5 0	27 18 0	-
Dudley - B.S.	*400 0 0	1835	22 15 3 1	60 19 2	-	154 5 0	31 17 0	-
Eldersfield - N.S.	-	-	-	-	-	-	-	-
Evenlode - N.S.	28 0 0	1844	1 16 8 1	-	-	-	-	-
Evesham - N.S. 4	275 0 0	1844	-	-	-	-	-	-
Evesham - B.S. 6	160 0 0	1846	5 12 2 1	84 0 0	-	236 7	37 5 0	-
Finstall - N.S.	65 0 0	1848	-	164 6 8	-	528 3 4	24 1 6	-
Grimley - N.S.	-	-	-	-	-	-	-	-
Hagley - N.S. 11	-	-	1 1 2 1	-	-	-	-	-
Hagley, Infants - N.S.	55 0 0	1856	9 15 9 1	132 0 0	-	361 2 6	66 4 0	19 16 0
Hales Owen - N.S. 12	*285 0 0	1838	-	-	-	-	-	-
" - N.S.	42 0 0	1845	4 16 1 1	52 10 0	-	263 10 0	45 6 0	-
" - N.S.	4 0 0	1845	-	-	-	-	-	-
" - N.S.	3 6 3	1856	-	-	-	-	-	-

a Scientific apparatus.

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	Amount.	Date of Payment.						
WORCESTERSHIRE—cont.								
Hales Owen (Quinton), Ch.Ch.	N.S. 12	54 0 0	1842					
" " " "	" " "	10 0 0	1844					
" " " "	" " "	110 0 0	1850					
" " " "	" " "	25 0 0	1852					
Hallow, Endowed	N.S.	353 0 0	1853	1 15 4				
Hanbury	N.S. 11			26 5 0	-	15 0 0	9 19 0	
Harvington	N.S.	59 0 0	1849	2 0 0				
Headless Cross	N.S. 11			27 10 0	-		12 5 0	
Holt and Witley	N.S.	*30 0 0	1838					
Inkberrow	N.S. 11	112 10 0	1852	4 10 0	-		1 19 0	
Kidderminster, St. George's	N.S. 11	26 13 4	1850	10 18 11	135 6 8	-	769 3 4	81 5 0
" " " "	" " "	39 0 0	1855					
" " " "	" " "	210 0 0	1856					
Kidderminster, St. John's	N.S. 11	60 0 0	1844	3 4 1	12 10 0			
Kidderminster, St. Mary's	N.S. 11	50 0 0	1851	12 7 4	239 16 8	79 3 4	746 0 0	100 5 0
" " " "	" " "	8 6 8	1853					
Kidderminster, New Meeting House Charity Schools	11	67 0 0	1853	3 0 2	15 5 0	-	23 8 4	16 2 0
Kidderminster, (Mill Street), Infants	N.S. 11				14 0 0	-	114 18 4	
King's Heath, Infant S.	10			1 8 0				4 14 0
Leigh Sinton	N.S.							
Longdon, Endowed	N.S.	116 0 0	1830					
Lye (Waste)	N.S.	160 0 0	1846	2 3 5				
" " " "	" " "	27 8 0	1853					
Lye (Stamber-Mill)	N.S.	230 0 0	1853					
" " " "	" " "	50 0 0	1855					
Malvern Morris	Ch.S. 10				46 11 8	-	83 0 0	21 11 0
Malvern, The Link	N.S. 6	75 0 0	1845		34 3 4	-	22 18 4	11 17 10
Malvern, Great, St. Mary's (Barnard's Green)	N.S.	50 0 0	1843	13 9 2				
Malvern (North)	N.S.			1 3 4				
Malvern Wells, St. Peter's	N.S.	*50 0 0	1839					
Martley	N.S. 11	144 0 0	1847	2 15 1	46 15 0	-		6 10 0
Moreton, Abbot's	N.S.	20 0 0	1845	1 10 0				
Moseley	N.S. 10			2 19 4	91 8 4	-	146 0 0	21 18 0
Netherton	Ch.S.			2 6 8				
Newbold-on-Stour	N.S. 7	93 0 0	1849	1 10 0	60 0 0	-	115 0 0	26 9 0
Northfield	N.S.	*100 0 0	1838					
Offenham	N.S. 11			1 2 0	7 0 0	-	95 0 0	5 12 0
Oldbury, Tat Bank	N.S.	311 0 0	1858					
Oldbury	N.S. 2	*75 0 0	1834	13 6 3	92 11 8	-	321 5 0	41 9 2
" " " "	" " "	44 13 4	1855					
Oldbury (Chance's)	N.S. 2	840 0 0	1852	4 16 1	153 18 4	34 3 4	186 13 4	35 16 6
" " " "	" " "			10 0 0				
Oldbury	N.S.			12 16 8	50 0 0	-	353 1 8	73 18 9
Pershore	N.S. 12	32 0 0	1848	9 8 2	162 13 4	-	598 5 0	70 14 6
" " " "	" " "	180 0 0	1854					7 11 0
Pershore	H.S. 6						59 18 4	38 12 0
Powick	N.S. 11	*60 0 0	1840	3 9 2	37 10 0	-	132 15 10	
" " " "	" " "	13 0 0	1847					
" " " "	" " "	13 0 0	1853					
Powick, Bastonford Branch	N.S. 11				18 6 8			
Redditch	N.S. 12	600 0 0	1846	20 4 8	87 5 10	-	699 14 2	56 13 6
" " " "	" " "	87 0 0	1851					
" " " "	" " "	24 0 0	1857					
Redmarley	N.S. 12	64 0 0	1847		15 0 0	-	23 15 0	
Ripple	N.S.	120 0 0	1846					
Rock	Ch. of E. 11				5 0 0	-		1 4 0
Romsley	N.S.	63 0 0	1851	1 6 8				
Salwarpe	N.S.			0 16 8				
Sedgeberrow	N.S.	40 0 0	1845	0 19 11				

α Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Adwick-le-Street - N.S.	*60 0 0	1835						
Ainderley (Steeple) - N.S.	267 12 0	1858		2 14 24				
Aldbrough and Borough- bridge - N.S.	6 682 10 0	1855		7 16 43	111 17 6	-	343 10 0	56 17 0
Aldbrough - Ch. of E.	6				30 0 0	-	-	10 16 0
Allerton - N.S.	*20 0 0	1838		0 3 1				
Allerton - B.S.	8 1 6	1846						
Allerton - N.S.	*73 0 0	1838						
Allerton - B.S.	4 200 0 0	1846		3 17 34	-	-	65 0 0	73 0 0
Allerton Mauleverer R.C.	7			3 9 54	132 0 0	-	107 14 2	
Allerton, North - N.S.	3 330 0 0	1844		1 1 94	155 10 0	-	483 12 1	17 5 0
	23 13 4	1857						
Almondbury, Central - N.S.	12 343 0 0	1846	12 12 3	308 15 0	-	-	791 18 4	101 8 0
	36 6 0	1857	a20 0 0					33 14 3
Alverthorpe and Hanshaw - N.S.	8 150 0 0	1849		3 6 84	95 1 8	8 6 8	46 10 0	60 6 0
	31 11 6	1856						
Ampleforth - N.S.	5				5 0 0	-	-	2 13 0
Appleton, Roebuck - N.S.	4				6 5 0	-	17 10 0	
Ardley - N.S.	7 60 0 0	1841		7 19 24	65 0 0	-	299 0 0	47 12 0
" - N.S.	15 0 0	1845						
" - N.S.	50 0 0	1848						
" - N.S.	5 14 0	1854						
" - N.S.	48 9 0	1855						
Arksey - N.S.	57 0 0	1843						
Armitage Bridge - N.S.	12		7 16 103	104 7 6	-	-	553 13 4	74 5 0
Askern - N.S.	8		1 2 6		-	-	97 13 2	6 3 0
Askham Bryan - N.S.		1857	2 1 3					
Aston - N.S.	7		1 0 24	25 6 8				4 10 0
Attercliffe, Boys - N.S.	8 110 0 0	1842	518 2 84	92 1 8	27 1 8		612 16 8	40 16 0
" - N.S.	20 0 0	1845						
" - N.S.	150 0 0	1847						
" - N.S.	42 0 0	1855						
Attercliffe, Girls - N.S.	8			43 11 8	60 0 0		472 8 4	15 1 0
Atwick - N.S.			1 0 04					
Austerlands - N.S.	60 0 0	1841	1 14 23					
Ayton, Great - B.S.	140 0 0	1846	2 2 1				100 0 0	
Baildon - N.S.	150 0 0	1852	3 18 61					17 0 0
Bailiff's Bridge - B.S.	9			4 3 4			10 16 8	
Balby and Hex- thorpe - N.S.	8		2 13 4	117 16 8			312 8 4	29 12 0
Baldersby - N.S.	10		3 6 8					
Bankfoot, St. Mat- thew's - N.S.	11 201 13 4	1854	2 5 24	59 17 0	-	-	103 13 4	26 19 0
Bardsey - N.S.			1 6 8					
Barnby Moor - N.S.	5 108 0 0	1846	3 1 14	118 15 0	-	-	160 0 0	17 16 0
Barnby-on-the- Marsh - N.S.	*55 0 0	1834						
Barnburgh - N.S.			2 6 84					
Barnoldswick - N.S.	2 150 0 0	1837	3 14 3	37 15 0	-	-	16 5 0	22 18 0
Barnsley - N.S.	8 78 12 8	1857		38 15 0	-	-	599 6 8	13 19 0
Barnsley - Wes.	444 0 0	1857						
Barnsley, St. George's - N.S.	8		9 5 7	67 8 4			690 0 0	18 5 0
Barnsley, St. John's - N.S.	3 260 0 0	1843	4 4 24	9 1 8			162 3 4	
Barnsley, St. Mary's - N.S.	7 118 0 0	1843	1 19 0	47 10 0			42 0 0	26 13 0
Barnsley, Holyrood R.C.	7		8 10 104	69 10 0	10 8 4		391 0 0	59 9 0
Barrow - Ch. of E.	7			95 16 8			105 16 0	12 12 0
Barwick-in-Elmet - N.S.	4		2 8 04	60 15 0			129 10 0	15 4 0
Batley - N.S.	140 0 0	1848	4 1 8					
Batley - Wes.	9 616 17 6	1854	17 9 24	74 0 0			214 10 0	76 18 0
Batley Carr - N.S.	9 406 0 0	1846	4 13 34					7 5 0
Battysford, Ch. Ch. (in Mirfield), Boys - N.S.	11 175 0 0	1841		52 10 0			30 16 8	13 10 0
" Girls - N.S.	11 157 0 0	1844	7 16 14	1013 4			113 6 8	19 5 0
Bedale - N.S.	3 188 0 0	1846		48 15 0			235 19 2	102 10 0
Becford - N.S.	6 42 10 0	1847	1 16 84	11 18 4				2 15 0
Beeston - N.S.	10		1 18 5	7 10 0				
Beverley, Beckside - N.S.	86 0 0	1852						

a Scientific apparatus.

b This amount was shared by the Boys' and Girls' schools.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- fied Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Beverley-Minster - N.S. 6	300 0 0	1849	14 10 11 28 13 4	65 8 4	-	526 0 0	37 10 0	
Beverley-Minster, Girls - N.S. 6	-	-	-	-	-	75 1 8	18 0 0	
Beverley, St. Mary's and St. Nicholas - N.S. 5	219 0 0	1850	8 7 13	181 13 4	-	536 0 0	17 0 0	
Beverley, Wood Street - N.S. 1	190 0 0	1841	-	-	-	-	-	
Beverley - Wes. 7	191 0 0	1852	9 3 51	169 0 0	-	452 0 0	96 7 0	
Bierley - N.S. 1	-	-	4 16 11	63 0 0	-	132 10 0	40 19 0	
Bierley, Sticker Lane - N.S. 1	-	-	2 8 11	-	-	-	-	
Bingley - N.S. 1	-	-	5 10 10	-	-	-	-	
Birdsall, Lord Middle- ton's School - N.S. 6	-	-	-	6 5 0	-	-	-	
Birkenshaw - N.S. 1	75 0 0	1840	-	-	-	-	-	
" - " - " - N.S. 1	45 0 0	1842	-	-	-	-	-	
" - " - " - N.S. 1	100 0 0	1846	-	-	-	-	-	
" - " - " - N.S. 1	192 0 0	1852	-	-	-	-	-	
" - " - " - N.S. 1	36 7 6	1852	-	-	-	-	-	
Birstal - N.S. 1	339 0 0	1848	9 11 0	117 10 0	-	435 0 0	71 13 0	
" - " - " - N.S. 1	6 0 0	1852	-	-	-	-	-	
Birstwith - Ch. of E. 3	-	-	2 14 2	48 6 8	-	21 5 0	14 13 0	
Bishopthorpe - N.S. 6	-	-	1 12 6	29 0 0	-	78 6 8	9 15 0	
Boltonstone - N.S. 7	200 0 0	1852	3 6 8	65 0 0	-	90 0 0	20 3 0	
Bolton-on-Dearne - N.S. 3	54 0 0	1841	1 10 0	-	-	-	4 9 0	
Boothbanks - N.S. 10	-	-	1 3 4	-	-	-	6 17 0	
Boston, Clifford, and Bramham - Wes. 3	168 17 6	1853	3 10 0	87 0 0	-	95 16 8	29 13 10	
Boston Spa - N.S. 4	355 0 0	1856	3 6 8	41 5 0	-	-	11 2 0	
Bowling, St. John's - N.S. 1	-	-	-	51 10 0	-	62 15 0	32 13 0	
Bracewell - N.S. 1	38 0 0	1845	-	-	-	-	-	
Bradford, Borough, West - B.S. 3	240 0 0	1844	9 11 7	115 6 8	-	427 16 8	30 19 0	
" - " - " - B.S. 3	160 0 0	1848	-	-	-	-	-	
" - " - " - B.S. 3	58 0 0	1856	-	-	-	-	-	
Bradford, Ch. Ch. - N.S. 1	454 10 0	1853	13 1 9	139 7 6	-	181 11 8	30 9 0	
Bradford, Daisy Hill - N.S. 2	300 0 0	1844	1 10 1	5 0 0	-	-	-	
Bradford, Hill Top, Low Moor, Infants - N.S. 1	65 0 0	1844	-	-	-	-	-	
" - " - " - N.S. 1	30 0 0	1844	-	-	-	-	-	
" - " - " - N.S. 1	89 0 0	1849	-	-	-	-	-	
" - " - " - N.S. 1	44 10 0	1850	-	-	-	-	-	
Bradford, Low Moor, Boys and Girls - N.S. 2	-	-	6 3 0	-	-	756 6 8	17 8 0	
Bradford, Manchester Road, Model Fac- tory - N.S. 1	80 0 0	1850	16 17 9	312 1 8	-	1,765 11 8	64 18 0	
" - " - " - N.S. 1	1,895 0 0	1856	-	-	-	-	-	
Bradford, (Messrs. Walkers') Factory - N.S. 1	-	-	14 12 8	181 10 0	206 17 6	954 0 0	93 5 0	
Bradford, New Leeds - N.S. 1	357 0 0	1846	12 11 6	56 0 0	-	232 15 10	27 3 0	
Bradford, Richmond Terrace - Wes. 4	394 2 6	1853	7 6 8	63 15 0	-	126 15 0	35 17 0	
Bradford, St. Andrew's - N.S. 1	-	-	8 16 1	-	-	-	-	
Bradford, St. James' - N.S. 1	-	-	10 12 11	83 13 4	-	767 8 4	52 18 0	
Bradford, St. Jude's - N.S. 1	406 0 0	1846	10 19 5	47 13 4	15 0 0	455 16 8	3 2 0	
" - " - " - N.S. 1	44 10 0	1855	-	-	-	-	-	
" - " - " - N.S. 1	24 0 0	1857	-	-	-	-	-	
Bradford, St. Marie's - R.C. 8	-	-	5 0 2	44 11 8	-	53 0 0	67 19 0	
" - " - " - Night Sch. 8	-	-	-	-	-	10 4 0	-	
Bradford, Stott Hill - N.S. 1	-	-	18 8 2	224 5 10	-	1,265 13 0	68 8 0	
Brafferton - N.S. 6	-	-	2 7 6	6 5 0	-	-	4 5 0	
Bramley - N.S. 9	398 0 0	1850	5 6 10	99 0 0	-	243 1 8	37 16 0	
Bramley - Wes. 4	-	-	3 9 10	158 15 0	-	308 15 0	18 4 0	
Bramley Whitecote - N.S. 1	125 0 0	1848	-	-	-	-	-	

a Scientific apparatus.

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	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Brampton Bierlow N.S. 8	-	-	9 14 54	55 15 0	-	511 0 0	77 8 0	-
Bramingham-cum- Ellerker " N.S.	70 0 0	1846	5 0 10	-	-	-	-	-
Brawby " N.S.	66 0 0	1854	0 13 44	-	-	-	-	-
Bretton (Monk) " N.S.	200 0 0	1846	1 10 0	-	-	-	10 2 0	-
Bretton, West " 7	-	-	-	3 15 0	-	-	-	-
Bridlington " N.S. 6	94 6 8	1856	10 12 52	104 11 8	-	275 1 8	82 1 0	-
Bridlington, Infants N.S. 5	400 0 0	1858	-	27 6 8	-	31 9 2	12 17 0	-
Bridlington Quay B.S.	*100 0 0	1857	-	-	-	-	-	-
Bridlington Quay, Ch. Ch. " N.S. 6	330 0 0	1850	1 19 114	16 10 0	-	120 8 4	19 1 0	-
Bridlington Quay Wes. 7	17 11 0	1853	6 8 1	92 10 0	30 0 0	340 18 4	65 15 4	-
Brighouse, Infants N.S. 7	*150 0 0	1836	0 10 0	50 8 4	-	55 0 0	39 6 0	-
" " " N.S.	18 0 0	1845	-	-	-	-	-	-
" " " N.S.	28 7 6	1858	-	-	-	-	-	-
Brockholes " N.S.	*64 0 0	1839	-	-	-	-	-	-
Brompton " B.S. 5	150 0 0	1841	-	-	-	-	-	-
Brompton-on-Swale N.S.	-	-	1 0 11	17 10 0	-	-	-	-
Broughton " R.C. 8	-	-	2 8 112	154 13 4	-	161 13 4	23 17 0	-
Burley in Wharfedale (near Otley) " N.S. 10	20 0 0	1845	6 9 1	58 10 0	-	339 1 8	64 8 0	-
Burley (near Leeds) N.S. 9	238 0 0	1847	10 0 34	142 16 8	-	408 5 0	33 11 0	-
Burley (near Leeds) N.S. 9	115 0 0	1853	-	-	-	-	-	-
Burley Township " B.S.	-	-	3 10 0	-	-	171 0 0	18 15 0	-
Burneston, Endowed Burnlee, Infants " N.S.	70 0 0	1853	1 13 44	-	-	-	-	-
Burton-Agnes, Boys N.S.	100 0 0	1852	-	-	-	-	-	-
Burton-Agnes, Boys N.S.	*48 0 0	1835	-	17 0 0	-	82 10 0	5 14 0	-
Burton, Bishop " N.S. 6	-	-	-	12-10 0	-	-	8 7 0	-
Burton Constable " R.C.	-	-	1 1 44	-	-	-	-	-
Burthorpe " N.S. 5	-	-	1 1 44	102 0 0	-	230 8 8	2 0 0	-
Buslingthorpe " N.S. 9	95 0 0	1848	11 9 2	120 0 0	-	673 16 8	-	-
Buslingthorpe " N.S. 9	37 0 0	1853	-	-	-	-	-	-
Calder Farm Reform. " 11	-	-	1 0 0	-	-	-	-	331 3 2m
Calverley " N.S. 10	-	-	5 15 104	-	-	399 10 0	75 13 0	-
Calverley, Infants. " N.S. 10	270 0 0	1856	-	11 13 4	-	12 10 0	13 0 0	-
Calverley " Wes. 2	-	-	2 3 44	16 5 0	-	16 5 0	21 8 0	-
Cantley " N.S. 6	88 0 0	1848	-	-	-	-	8 0 0	-
Carcroft (in Owston) N.S. 7	53 0 0	1843	-	-	-	52 10 0	-	-
Carlton-in-Skipton Ch. of E. 2	-	-	-	16 13 4	-	1 5 0	7 17 0	-
Carlton " R.C. 3	-	-	2 1 8	-	-	32 10 0	-	-
Carlton in Cover- ham " N.S.	*55 0 0	1836	-	-	-	-	-	-
Carlton in Snaith Ch. E. 5	-	-	1 17 8	25 0 0	-	10 0 0	4 1 0	-
Carlton Miniott " N.S.	73 10 0	1850	1 6 34	-	-	-	-	-
Castleford " N.S. 4	*39 0 0	1839	3 0 0	30 5 0	-	-	11 0 0	-
Castleford " Wes. 3	-	-	5 0 0	-	-	2 10 0	-	-
Castle Howard Reform. 11	-	-	-	-	-	-	-	294 19 11m
Catwick " N.S.	45 0 0	1847	-	-	-	-	-	-
Cave, North, Boys N.S. 6	-	-	1 4 0	109 15 0	-	-	33 9 0	-
Cave, North, Girls N.S. 6	-	-	2 0 10	73 3 4	-	61 5 0	25 7 0	-
Cave, North " Wes. 12	-	-	-	13 15 0	-	-	-	-
Choppards in Holm- arth " N.S.	*80 0 0	1840	-	-	-	-	-	-
Clayton " N.S. 2	-	-	4 12 114	110 16 8	-	38 3 4	64 19 8	-
Cleckheaton " N.S. 1	*200 0 0	1835	6 9 12	83 0 0	-	389 3 4	92 16 0	-
" " " N.S.	220 0 0	1847	-	-	-	-	-	-
" " " N.S.	10 12 6	1848	-	-	-	-	-	-
" " " N.S.	4 10 0	1850	-	-	-	-	-	-
" " " N.S.	20 0 0	1851	-	-	-	-	-	-
" " " N.S.	19 8 0	1854	-	-	-	-	-	-
" " " N.S.	6 14 8	1856	-	-	-	-	-	-
" " " N.S.	97 0 0	1857	-	-	-	-	-	-
Cleckheaton " B.S.	*175 0 0	1835	-	-	-	-	-	-
Clifford " N.S. 4	-	-	1 17 6	31 12 6	-	32 10 0	-	-
Clifford, St. Ed- ward's " R.C. 7	-	-	2 16 92	-	-	47 1 8	-	-
Clifton " N.S.	33 0 0	1841	-	-	-	-	-	-

Schools aided by Parliamentary Grants.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Coatham - Ch. of E.	3					2 10 0		
Coley - N.S.	12	225 0 0	1845	11 4 11	144 19 2	341 16 8	65 3 0	16 2 10
Coley, North Owram, "				210 0 0				
Ch. of E.	11			1 7 11	16 13 4	14 3 4	11 4 10	
Conisborough, Infants. N.S.	7						2 0 0	
Coniston, Cold. Ch. of E.	8						16 15 0	
Cononley in Kild- wick - N.S.	1	110 0 0	1846	2 1 14	87 9 2	171 5 0	43 19 0	
Cottingham - N.S.	6	100 0 0	1836	6 18 0	57 18 4	257 10 0	43 1 0	
Cowcliffe and Ne- theroyd - N.S.		297 0 0	1850	1 18 8	48 15 0	32 10 0	14 16 0	
Cowling, Cross Hills - N.S.	1	192 0 0	1847	1 9 6	15 0 0	98 15 0		
Cowton, East - N.S.		50 0 0	1843	1 2 4				
Crakehill District - N.S.				2 13 3				
Crayke - N.S.	4				111 1 8		24 12 0	
Croft - N.S.	3	100 0 0	1845	8 9 44	171 17 6	226 17 6	37 16 0	
" - N.S.		65 2 6	1851					
" - N.S.		19 0 0	1855					
Crossland, South - N.S.		115 0 0	1836	2 14 84				
Cross Pool - N.S.	8			1 18 114		25 16 8	3 0 0	
Cross Stone - N.S.	12	250 0 0	1847	1 6 104		90 13 4		
Cullingworth - N.S.		152 0 0	1848					
Cullingworth - Wes.	6	722 0 0	1867	7 0 84	21 5 0	288 8 4	66 2 0	
Dalton - N.S.		37 0 0	1840	1 1 2				
" - N.S.		45 0 0	1846					
Dalwogill - N.S.	10			1 10 0	27 10 0		4 7 11	
Danby - N.S.	5			1 10 0	35 0 0	5 0 0	9 3 0	
Darfield - N.S.		103 0 0	1842	11 4 10	16 15 0	132 10 0	33 13 0	
" - N.S.		12 3 4	1858					
" - N.S.		1 16 7	1858					
Darnall - N.S.		144 0 0	1840					
" - N.S.		9 15 6	1845					
Darrington - N.S.	7			1 13 4	5 0 0			
Deepcar - N.S.		226 0 0	1857	3 2 6		526 10 0	71 14 0	
Denby Grange - N.S.	7			7 9 54	46 5 0	117 10 0	102 17 0	
Denholme Gate - N.S.	2	208 0 0	1847	2 13 8	23 15 0	2 10 0	6 19 0	
Dent - N.S.	3	180 0 0	1845	1 17 34				
" - N.S.		30 13 4	1858					
Dewsbury (Middle Parish) - N.S.	8	430 0 0	1843	13 3 1	231 18 4	813 13 4	16 10 0	
" - N.S.		20 0 0	1845					
" - N.S.		469 0 0	1858					
Dewsbury Moor, Sun- day School - N.S.		110 0 0	1839					
Dewsbury, West Town - N.S.	7	670 13 6	1855	2 10 04	12 10 0		23 3 0	
Dodworth, Town - N.S.				4 16 8		259 0 0	12 14 0	
Boys - N.S.		250 0 0	1850	1 12 44	21 13 4	251 10 0	26 17 0	
Dodworth, G. & L. - N.S.	7	3 9 4	1855					
Doncaster - N.S.	8	170 0 0	1844	6 8 6	330 10 10	1,066 1 8	59 6 0	
" - N.S.		10 0 0	1848					
" - N.S.		10 0 0	1849					
" - N.S.		90 0 0	1855					
Doncaster, Ch. Ch. - N.S.	7	424 10 0	1852	20 7 94	201 17 6	67 10 0	647 10 0	115 2 0
" - N.S.		76 0 0	1856					
Doncaster (Great Northern Railway Company's) - N.S.				9 4 3	87 8 4	310 6 8	50 13 0	
Doncaster - B.S.	4	300 0 0	1835	25 6 24	210 10 0	1,389 15 0	33 3 0	
" - N.S.		175 0 0	1848		560 0 0			
" - N.S.		19 16 0	1855					
Doncaster - R.C.	7			3 11 11	20 0 0	15 0 0	1 3 0	
Draughton - N.S.		100 0 0	1851					
Driffield, Great - N.S.	6	516 0 0	1855	11 11 72	89 16 8	64 3 4	68 0 8	41 8 6
Dringhouses, St. - N.S.	6			2 12 84	169 10 0	58 15 0	33 1 0	
Edward's - N.S.	6			5 6 104				
Drypool - Ch. of E.	6							
Easington - N.S.		28 0 0	1834					

a Scientific apparatus.

b Retiring pension.

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Grants to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
		Amount.	Date of Payment.						
YORKSHIRE—cont.									
Eastoft - - - N.S.	6	82 10 0	1849	- - -	- - -	- - -	52 10 0	- - -	- - -
- - - - -	-	5 1 6	1849	- - -	- - -	- - -	- - -	- - -	- - -
Eastrington - - - N.S.	-	89 0 0	1845	1 10 24	- - -	- - -	- - -	- - -	- - -
Eastwood, St. Mary's N.S.	-	432 0 0	1858	2 10 0	- - -	- - -	- - -	- - -	- - -
Eccup - - - N.S.	-	76 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
Ecclesall - - - N.S.	7	100 0 0	1834	2 17 11	172 0 0	- - -	242 0 10	8 6 0	- - -
Ecclesall, Greystones N.S.	-	- - -	- - -	- - -	448 6 8	- - -	197 16 8	- - -	- - -
Ecclesall, Parsonage, Girls Ch. of E.	7	- - -	- - -	2 5 34	- - -	- - -	183 6 8	- - -	- - -
Ecclesfield, Peoffes Sch.	6	- - -	- - -	3 0 54	- - -	- - -	- - -	14 2 0	- - -
Ecclesfield, High Green B.S.	10	101 0 0	1845	12 13 04	130 14 2	28 15 0	325 10 0	50 19 0	- - -
" " " " " "	-	100 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
" " " " " "	-	17 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Ecclesfield, Shire Green, Pismire Hill N.S.	-	205 8 0	1857	2 18 5	- - -	- - -	- - -	- - -	- - -
Eccleshill - - - N.S.	2	150 0 0	1844	5 8 44	6 17 6	- - -	- - -	- - -	- - -
Elland - - - N.S.	-	500 0 0	1847	16 7 9	- - -	- - -	- - -	- - -	- - -
" " " " " "	-	10 0 0	1851	- - -	- - -	- - -	- - -	- - -	- - -
" " " " " "	-	13 6 8	1853	- - -	- - -	- - -	- - -	- - -	- - -
Elmsall, South, Wes.	10	323 10 0	1856	4 13 4	30 0 0	- - -	- - -	12 13 0	- - -
Elsecar - - - N.S.	8	222 0 0	1852	11 10 11	155 16 8	140 0 0	433 8 4	127 19 0	35 15 0
Embsay-cum-Eastby, St. Mary's N.S.	1	126 0 0	1849	7 14 6	85 10 0	- - -	297 15 10	43 16 0	- - -
" " " " " "	-	57 0 0	1850	- - -	- - -	- - -	- - -	- - -	- - -
Esrick - - - N.S.	5	- - -	- - -	- - -	119 10 0	- - -	567 5 10	28 28 0	- - -
Etton - - - N.S.	6	292 0 0	1856	2 0 104	33 15 0	- - -	46 5 0	9 5 0	- - -
Etton, Infants N.S.	-	91 0 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Farnley - - - N.S.	-	36 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Farnley Ironworks N.S.	10	- - -	- - -	6 5 64	12 13 4	10 8 4	- - -	16 2 0	- - -
Farnley Tyas - - - N.S.	-	- - -	- - -	1 13 4	- - -	- - -	- - -	- - -	- - -
Farsley, United Methodist Free Ch. School - - -	3	- - -	- - -	2 6 4	- - -	- - -	- - -	- - -	- - -
Farsley, St. John's N.S.	10	236 0 0	1848	7 1 0	35 11 8	- - -	183 10 0	78 14 0	- - -
" " " " " "	-	266 17 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Fenton (Church) N.S.	-	490 0 0	1840	- - -	- - -	- - -	- - -	- - -	- - -
Filey - - - Ch. of E.	6	- - -	- - -	1 8 4	21 5 0	- - -	- - -	5 18 0	- - -
Filey - - - Wes.	7	663 0 0	1858	5 18 4	58 10 0	- - -	7 10 0	16 16 0	- - -
Flamborough - - - N.S.	6	100 0 0	1846	3 0 04	41 5 0	- - -	- - -	11 6 0	- - -
Flockton (Manor House) - - - B.S.	-	- - -	- - -	53 2 84	12 0 0	- - -	192 9 2	2 15 0	- - -
Foston - - - N.S.	4	25 0 0	1844	1 0 0	19 10 0	- - -	3 15 0	4 15 0	- - -
Friday Thorpe - - - N.S.	-	26 0 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
Frodingham, North N.S.	6	85 0 0	1845	- - -	- - -	- - -	59 15 10	13 9 0	- - -
Fulford - - - N.S.	-	35 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
Fulwood - - - N.S.	-	45 0 0	1841	1 8 8	31 5 0	- - -	15 0 0	8 5 6	- - -
Garforth - - - N.S.	10	- - -	- - -	2 5 104	102 2 6	- - -	86 10 0	36 9 0	- - -
Garforth - - - Wes.	3	- - -	- - -	2 10 04	227 0 0	- - -	416 5 10	79 4 0	- - -
Gargrave - - - N.S.	2	248 7 8	1848	11 3 54	- - -	- - -	- - -	- - -	- - -
" " " " " "	-	12 12 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Gargrave, St. Mary's R.C.	4	- - -	- - -	0 18 84	- - -	- - -	- - -	1 10 0	- - -
Garsdale - - - N.S.	-	54 0 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
Garthorpe - - - N.S.	5	- - -	- - -	- - -	- - -	- - -	73 6 8	- - -	- - -
Garton-on-the-Wolds Ch. of E.	6	- - -	- - -	- - -	18 15 0	- - -	- - -	- - -	- - -
Gawber Town Ch. of E.	-	390 0 0	1858	2 10 04	- - -	- - -	- - -	- - -	- - -
Gawthorpe - - - N.S.	-	123 10 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
" " " " " "	-	48 6 8	1857	- - -	- - -	- - -	- - -	- - -	- - -
Giggleswick - - - N.S.	2	73 0 0	1840	2 16 2	31 5 0	- - -	63 8 4	44 9 0	- - -
Gildersome - - - N.S.	-	16 10 0	1840	- - -	- - -	- - -	- - -	- - -	- - -
" " " " " "	-	10 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
" " " " " "	-	6 10 8	1847	- - -	- - -	- - -	- - -	- - -	- - -
Gilling - - - N.S.	4	203 0 0	1848	1 11 04	150 0 0	- - -	528 17 6	117 10 0	- - -
Golcar - - - N.S.	10	- - -	- - -	- - -	- - -	- - -	- - -	15 3 0	- - -
Goldborough - - - N.S.	4	- - -	- - -	1 13 4	36 5 0	- - -	- - -	4 4 0	- - -
Gomersall, Little N.S.	1	170 0 0	1844	3 10 10	43 15 0	- - -	253 15 0	44 19 0	- - -

a This school has merged into Ecclesall N.S.

b School no longer exists.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Goole, St. John's - N.S.	5	288 0 0 88 5 0	1847 1857	5 4 2½ -	109 11 8 -	- -	508 18 4 45 8 0	- -
Goole " - Wes.	12	-	-	12 18 2½	122 10 0	25 0 0	529 13 4 350 17 6	79 4 0 40 9 0
Grassington - N.S.	1	110 0 0 50 0 0	1846 1852	4 3 3½ -	30 0 0 -	- -	- 78 10 0	- 34 14 0
Greenholme Mills - B.S.	4	-	-	2 4 6½	7 10 0	-	18 10 0	-
Greetland - Wes.	9	-	-	13 13 8	64 0 0	-	744 10 0	136 11 0
Greenhow and Bridge House Gate - N.S.	-	-	-	2 5 1	-	-	-	-
Grewelthorpe - N.S.	-	*36 0 0	1837	1 2 0½	-	-	-	-
Grimstone (Lady Lon- desborough's) - N.S.	3	-	-	-	15 11 8	-	-	-
Grindleton - N.S.	-	*30 0 0	1838	-	-	-	-	-
Grosmont - N.S.	-	54 0 0 34 0 0	1846 1857	1 6 8½ -	- -	- -	- -	- -
Guilsborough (Provi- dence) - N.S.	4	261 0 0	1857	-	-	-	-	-
Guilsley - N.S.	-	*160 0 0	1841	4 10 0½	36 0 0	-	73 16 3	19 3 3
Gunnarside - Wes.	6	-	-	10 19 11	99 0 0	-	333 5 0	66 10 0
Hainsworth - B.S.	-	*40 0 0	1836	2 17 1½	31 5 0	-	6 5 0	23 18 0
Halifax (Copley Factory) - Ch. of E.	11	-	-	28 0 4½	213 5 10	-	988 14 2	-
Halifax, Haley Hill Shed - N.S.	11	-	-	10 0 0	-	-	-	-
" " Night Sch. - N.S.	11	-	-	40 0 4½	171 5 0	55 0 0	1,148 3 4	-
Halifax, Holy Trinity - N.S.	11	-	-	18 0 8	-	-	62 13 4	-
Halifax, Orange Street - Wes.	9	816 0 0	1857	7 3 9½	51 6 4	-	653 5 10	21 7 0
Halifax (Queen's Head) - N.S.	12	400 0 0	1848	5 0 0½	25 0 0	-	56 0 0	15 15 0
Halifax, St. James', Cross Hills - N.S.	10	432 0 0	1845	16 2 3½	132 6 8	116 5 0	1,051 4 2	115 5 0
Halifax, St. James', Victoria - N.S.	10	*300 0 0	1840	11 11 4	-	-	-	-
Halifax, South-east Parish - N.S.	12	513 0 0	1845	20 6 9	231 15 0	36 13 4	1,361 10 0	53 0 0
Halifax, Great Al- bion Street - B.S.	9	350 0 0	1845	11 4 5½	192 10 0	20 0 0	1,279 0 0	38 19 0
Hallam, Upper - B.S.	-	*30 0 0	1834	11 10 1½	277 10 0	-	1,233 16 8	100 11 0
Handsworth-Woodhouse - N.S.	10	-	-	-	-	-	-	-
Hanging-Heaton - N.S.	-	130 0 0 74 0 0	1845 1851	7 19 8½	7 10 0	-	-	-
Harewood - N.S.	10	-	-	-	11 5 0	-	-	-
Harrogate, High - N.S.	3	*100 0 0 100 0 0	1837 1841	2 10 8½	-	-	-	-
Harrogate, Low, - N.S.	4	100 0 0	1837	4 5 3	115 0 0	116 5 0	66 10 0	26 0 0
St. Mary's - N.S.	4	*50 0 0	1837	-	-	-	228 10 10	12 18 0
Hawes - N.S.	4	135 0 0 16 0 0	1847 1847	4 2 7	93 7 6	-	92 18 4	12 3 0
Haworth - N.S.	1	27 0 0 93 0 0	1851 1853	2 5 1½	18 15 0	-	77 10 0	32 12 0
" - N.S.	-	12 13 4	1853	8 19 10½	78 8 4	-	790 10 0	147 14 0
Haworth - B.S.	5	*125 0 0	1857	-	-	-	-	-
Haworth - Wes.	5	-	-	-	-	-	-	-
Haslewood - R.C.	-	-	-	15 10 1½	82 10 0	-	553 5 10	127 0 0
Headingley, Glebe, Girls - N.S.	9	45 0 0	1848	a6 13 4 1 11 7	51 6 8	-	119 11 8	-
Headingley, Town, Boys - N.S.	10	187 0 0 46 0 0	1848 1855	2 14 10½	48 13 4	-	117 10 0	-
Heath - Par.	8	-	-	9 9 3½	107 2 6	-	321 18 4	35 19 0
Heaton, Earl's - N.S.	2	290 0 0	1847	-	-	-	-	-
Hedon - N.S.	6	*90 0 0	1837	2 6 8½	55 0 0	-	13 0 0	27 13 0
Heeley - N.S.	8	-	-	4 2 5½	158 2 6	-	296 6 8	31 5 0
Helmley - Wes.	5	-	-	-	30 0 0	-	32 10 0	16 15 0
	-	-	-	1 11 6½	48 15 0	-	146 13 4	27 2 0
	-	-	-	3 11 8½	41 13 4	-	61 5 0	30 11 0

a Scientific apparatus.

b Now extinct.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hessay . . . N.S. 6	45 0 0	1852	0 9 4					
Hessle . . . N.S. 6	235 0 0	1856	5 0 0	33 15 0		41 1 8	11 6 0	
Holme (Lane End) . . . B.S.	*60 0 0	1837						
Holme . . . Wes. 4	-	-	6 1 11	3 15 0		52 5 0	29 18 0	
Holme . . . R.C.	-	-	1 6 8					
Holme Bridge . . . N.S. 10	160 0 0	1842	4 2 0	26 5 0		15 0 0	37 15 0	
Holme Bridge . . . N.S. 10	30 0 0	1845						
Holme on Spalding . . . N.S.	-	-	2 2 3					
Holmfrith . . . N.S. 10	-	-		8 15 0			3 18 0	
Holmfrith . . . Wes. 4	-	-	8 6 8	127 17 6		346 10 0	37 3 0	
Honley . . . N.S.	500 0 0	1846	2 13 6					
Horbury . . . N.S. 8	-	-	12 14 1	258 13 4		625 10 10	113 12 0	
Hornsea . . . N.S. 7	200 0 0	1845	4 6 8	113 5 0		65 8 4	20 2 0	
Horseforth Town . . . N.S. 10	-	-	7 6 8	54 0 0		70 0 0	43 14 0	
Horton, Great High Street . . . Wes. 4	-	-	10 14 0	63 15 0		182 15 0	32 0 0	
Howden . . . Wes. 12	238 0 0	1850	12 15 2	85 5 0	44 11 8	403 5 0	55 16 0	
Howden . . . Wes. 12	12 12 0	1858						
Howland, High . . . N.S. 8	-	-	10 5 8	141 5 0		532 3 4	35 14 0	
Howlandswaine . . . N.S. 8	135 0 0	1850	1 14 0	93 15 0		110 10 0	44 14 0	
Howle-Mill, Infants . . . N.S. 7	193 0 0	1854	3 15 3				15 3 0	
Huddersfield, Longroyd Bridge . . . N.S. 12	-	-	22 2 0	251 6 8		834 1 8	109 4 0	
Huddersfield, Lower Houses . . . N.S. 10	100 0 0	1847	2 10 8	15 0 0		15 0 0	6 17 0	
Huddersfield, St. Paul's . . . N.S. 11	600 0 0	1848	18 18 4	264 16 8		1,106 2 6	30 16 0	
Huddersfield (Seed Hill), St. Peter's . . . N.S. 11	*170 0 0	1840	12 10 3	279 4 2		1,612 1 3	40 15 0	
Huddersfield, Holy Trinity . . . N.S.	82 10 0	1844	12 10 8	255 8 4		1,173 0 0	65 3 0	
Huddersfield . . . B.S.	*250 0 0	1839						
Hull, Holy Trinity (Vicar Lane) . . . 5	940 0 0	1858	21 7 4	78 6 9		304 16 8	36 15 0	
Hull, Nautical . . . 5	-	-	10 0 0	74 3 4		57 10 0		
Hull (Sakhouse Lane) . . . N.S. 5	450 0 0	1852	19 2 11	153 19 2		1,047 16 3	62 0 0	
Hull . . . N.S.	20 0 0	1853						
Hull, St. James' . . . N.S. 6	690 0 0	1845	26 5 0	113 0 0		1,511 3 4		
Hull, St. James' . . . N.S. 6	218 10 0	1849						
Hull, Savings Bank . . . B.S.	-	-	68.18 0			171 15 0		
Hull, St. John's Savings Bank . . . N.S. 5	350 0 0	1854	13 5 5	146 13 4	134 11 8	559 13 4	47 6 0	
Hull, St. Mark's . . . N.S. 6	153 0 0	1840	14 9 11	137 9 2		899 13 4	60 13 0	
Hull, St. Mark's . . . N.S. 6	30 0 0	1843						
Hull, St. Mary's . . . N.S.	914 0 9	1858						
Hull, St. Mary's . . . N.S.	*187 0 0	1838				14 0 0	12 11 0	
Hull, St. Mary's . . . R.C. 3	925 4 0	1857	5 4 8	6 13 4		10 0 0		
Hull, Night School . . . N.S.	-	-						
Hull, St. Stephen's (Collier Street) . . . N.S.	221 0 0	1842	35 15 2	226 11 8		1,748 14 2	49 10 0	
Hull, St. Stephen's . . . N.S.	22 10 0	1848						
Hull, St. Stephen's . . . N.S.	541 0 0	1856						
Hull, St. Stephen's . . . N.S.	153 0 0	1858						
Hull, Edward Street (Dock Green Head) . . . B.S.	*305 0 0	1834						
Hull (Holderness Ward) . . . B.S. 12	*200 0 0	1840	27 4 5	167 5 0	20 0 0	1,052 3 4	54 5 0	
Hull, Ragged Indust. S. . . 5	1,277 0 0	1857	4 19 11					34 10 0
Hull (South Myton) . . . Wes. 1	420 0 0	1851	25 0 2	224 8 4	53 15 0	948 5 0	36 14 0	
Hull . . . N.S.	23 4 0	1858						
Hull . . . N.S.	16 0 0	1858						
Hull (Canning Street) . . . R.C. 8	-	-	20 14 9	96 9 2		798 5 0	84 15 0	
Hull, Night School . . . P.U.	-	-				5 0 0		
Hull . . . N.S.	-	-				9 3 4		
Hunmanby . . . N.S. 6	-	-	8 3 6	52 10 0		65 8 4	34 9 0	
Hunsingore . . . N.S.	-	-	2 6 2					

a Scientific apparatus.

b School sold to Managers of St. John's N.S.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Furniture.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of As- sist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- form- atory and In- dus- trial Schools
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Huntington - Par.	5	-	-	-	-	-	18 7 0	-
Hunton - Ch. of E.	-	-	-	1 0 02	-	-	-	-
Husthwaite - N.S.	-	*40 0 0	1839	-	-	-	-	-
Hutton Cranswick N.S.	6	75 0 0	1845	-	4 3 4	-	-	-
Hutton, Sheriff - Wes.	3	32 10 6	1850	-	-	-	-	-
Hutton's Ambo - N.S.	-	20 10 0	1856	8 12 102	90 0 0	-	237 11 8	18 16 2
Hutton-in-Rudby - N.S.	-	20 0 0	1842	-	-	-	-	-
Hutton, Low Cross B.S.	-	95 0 0	1857	-	-	-	-	-
Idle - N.S.	1	*80 0 0	1836	4 3 44	-	-	222 6 8	48 6 0
Idle - Wes.	1	640 0 0	1853	9 7 02	-	-	-	12 5 0
Ingleton - N.S.	3	300 0 0	1847	6 5 02	12 10 0	-	-	3 0 0
Ingrow - N.S.	1	159 0 0	1843	5 12 82	-	-	2 10 0	-
-	-	8 16 3	1853	-	-	-	-	-
Keighley - N.S.	1	200 0 0	1845	18 8 112	83 3 4	-	732 0 0	124 0 0
Keighley - B.S.	-	6 2 0	1858	-	-	-	-	-
Keighley, St. Ann's R.C.	-	*650 0 0	1835	48 0 82	217 10 0	90 0 0	1,414 12 6	92 12 0
Keighley - Wes.	5	*81 0 0	1835	-	-	-	-	-
Kelbrook - N.S.	-	225 0 0	1838	-	58 0 0	-	310 0 0	77 4 6
Keyingham - N.S.	6	50 0 0	1841	1 2 2	-	-	-	-
Kilburn - N.S.	3	*35 0 0	1835	2 1 8	-	-	82 18 4	-
Kildwick - N.S.	1	12 10 0	1837	-	-	-	-	9 11 0
Kilham - N.S.	5	-	-	6 17 72	42 10 0	20 10 0	292 0 0	69 19 0
Kilnhurst - N.S.	3	150 0 0	1849	-	15 0 0	-	-	-
Kingeross, St. Paul's N.S.	12	*50 0 0	1836	3 10 11	31 12 6	-	17 10 0	23 8 0
Kirkburton, Boys - N.S.	10	396 0 0	1849	16 4 02	346 11 8	-	1,163 3 4	106 8 0
Kirkburton, Girls - N.S.	10	200 0 0	1852	3 10 102	-	-	412 10 0	27 0 0
Kirkby Fleetham - N.S.	3	29 0 0	1856	9 5 82	92 10 0	-	439 15 0	14 10 0
Kirkby Malzeard - N.S.	10	80 0 0	1845	-	-	-	-	-
Kirkby Misperton - N.S.	6	7 19 6	1847	1 15 32	47 10 0	-	35 0 0	14 11 0
Kirkby Ravensworth N.S.	-	-	-	3 11 82	46 5 0	-	32 10 0	8 5 0
Kirkheaton - N.S.	10	*50 0 0	1835	-	30 0 0	-	38 15 0	-
-	-	113 0 0	1856	-	-	-	-	-
-	-	40 0 0	1842	-	-	-	-	3 0 0
-	-	337 0 0	1846	8 19 102	27 0 0	-	58 0 0	17 10 0
-	-	35 0 0	1837	-	-	-	-	-
-	-	81 0 0	1853	-	-	-	-	-
Kirklington - N.S.	10	-	-	3 6 8	26 5 0	-	-	10 8 0
Kirkstunson - N.S.	4	75 0 0	1852	5 17 22	18 15 0	-	71 5 0	11 9 0
Kirkstall, Infants - N.S.	9	-	-	3 2 112	121 18 4	-	484 15 0	43 9 0
Kirkstall, St. Stephen's - N.S.	9	400 0 0	1846	23 13 62	331 18 8	-	1,382 8 4	98 7 0
Knarsborough - N.S.	3	*135 0 0	1838	3 15 02	17 10 0	-	24 6 8	0 6 0
Knarsborough, St. Mary's - R.C.	8	-	-	-	-	-	15 0 0	-
Knottingley - N.S.	-	290 0 0	1843	-	-	-	-	-
-	-	50 0 0	1845	-	-	-	-	-
-	-	15 4 0	1847	-	-	-	-	-
-	-	64 0 0	1858	-	-	-	-	-
Langthorpe - N.S.	-	53 0 0	1846	-	-	-	-	-
Loughton-en-le-Mor-then, Endowed - N.S.	-	60 0 0	1850	7 3 4	-	-	-	-
-	-	9 5 0	1858	-	-	-	-	-
Laughaugh, West - N.S.	4	116 7 6	1855	4 17 82	109 2 6	-	107 15 0	54 0 0
Leathley - N.S.	10	-	-	-	79 10 0	-	-	14 7 0
Leavening - N.S.	-	-	-	3 3 12	-	-	-	-
Leeds (Basinghall Street) - B.S.	3	-	-	2 5 9	41 13 4	-	193 18 4	17 5 0
Leeds (Edgar Street) B.S.	-	510 0 0	1845	-	-	-	-	-
Leeds (Darley Street) Wes.	3	550 0 0	1849	19 9 22	193 13 4	20 16 8	938 10 0	59 5 0
Leeds (Pottery Fields) Wes.	-	182 0 0	1850	28 1 4	-	-	-	-
Leeds (School Street) Wes.	3	916 0 0	1853	11 17 02	-	-	-	-
Leeds, All Saints' (York Road) - N.S.	9	-	-	6 2 6	58 10 0	-	279 9 2	-
Leeds, Ch. Ch. - N.S.	9	490 0 0	1843	2 9 112	122 0 0	60 0 0	205 10 10	17 8 0
-	9	370 0 0	1842	9 1 7	116 13 4	25 0 0	1,482 0 0	97 2 0

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assis- tant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Leeds, Holbeck, St. Matthew's - N.S. 11	250 0 0	1840	8 1 24	50 0 0	-	186 15 0	5 15 0	
" " - " - N.S. 11	392 0 0	1850						
" " - " - N.S. 11	12 6 0	1857						
Leeds, Hunslet - N.S. 10	512 0 0	1843	6 12 3	113 8 4	-	362 19 2	28 16 0	
" " - " - N.S. 10	130 0 0	1844						
Leeds, Little Holbeck (Marshall's Factory) N.S. 9	-	-	41 11 84	348 13 4	420 6 8	1,491 2 6	92 9 0	
" " - " - N.S. 9	-	-	-	2110 8 4				
Leeds (Little London) St. Matthew's - N.S. 10	75 0 0	1837	12 13 104	198 0 0	-	568 0 10	61 5 0	
" " - " - N.S. 10	105 0 0	1850						
Leeds, Newtown, St. Mary's - N.S. 9	500 0 0	1847	14 18 104	193 18 4	-	1,089 18 4	38 9 0	
" " - " - N.S. 9	50 0 0	1848						
" " - " - N.S. 9	11 6 8	1850						
Leeds, St. Andrew's N.S. 9	15 0 0	1847	7 4 64	434 0 0	-	1,252 8 4	68 1 0	
" " - " - N.S. 9	502 0 0	1847						
" " - " - N.S. 9	109 0 0	1858						
Leeds, St. George's N.S. 9	350 0 0	1841	33 14 5	359 19 2	63 6 8	1,686 1 8	138 7 0	
" " - " - N.S. 10	500 0 0	1845	12 9 104	231 12 6	-	774 17 6	69 13 0	
Leeds, St. James' N.S. 10	500 0 0	1845						
Leeds, St. Luke's (Sheepscar) - N.S. 10	50 0 0	1842						
Leeds, St. Mary's, Quarry Hill - N.S. 9	120 0 0	1840	22 15 84	94 11 8	-	1,028 3 4	29 8 0	
" " - " - N.S. 9	160 0 0	1849						
" " - " - N.S. 9	53 0 0	1857						
Leeds, St. Mary's (Carver Street), Infants - N.S. 9	101 0 0	1847				13 0 0	0 17 0	
Leeds, St. Patrick's - R.C. 7	-	-	10 1 64	-	-	508 16 8	33 13 0	
Leeds, St. Paul's - N.S. 9	398 5 0	1851	11 16 84	170 15 0	-	461 16 8	53 15 0	
" " - " - N.S. 9	36 0 0	1838						
Leeds, St. Peter's - N.S. 10	2,750 0 0	1858	21 11 11	155 5 0	-	1,048 1 8	46 4 0	
Leeds, St. Philip's - N.S. 11	257 0 0	1840	22 15 104	177 15 10	60 0 0	350 16 8	39 2 0	
" " - " - N.S. 11	256 0 0	1849						
" " - " - N.S. 11	261 6 8	1853						
Leeds, St. Saviour's N.S. 11	408 0 0	1840	9 16 0	205 0 0	-	222 0 0	66 17 0	
Leeds, St. Thomas' N.S. 10	-	-		7 10 0	-	-	9 12 0	
Leeming - N.S. 10	81 0 0	1847						
Lees - Wes. 5	480 0 0	1856	8 8 24	26 10 0	-	90 0 0	65 16 0	
Lidgett Green, Sunday S. - N.S. 10	101 0 0	1838						
Lidgett Green - B.S. 2	100 0 0	1839	1 19 10	-	-	31 8 4	27 3 0	
" " - " - N.S. 11	12 16 74	1848						
Lindley - N.S. 11	22 0 0	1844	2 2 8	-	-	32 10 0	43 4 0	12 10 0
Lingards - N.S. 11	-	-	2 16 8	-	-	-	-	-
Linthwaite - N.S. 11	-	-	1 0 04	-	-	-	-	-
Liversedge, High Town - N.S. 2	42 0 0	1855	4 5 0	-	-	-	4 12 0	
Lockington - N.S. 11	54 0 0	1845	1 18 44	-	-	-	-	
" " - " - N.S. 11	27 0 0	1848						
Lockwood - N.S. 11	69 0 0	1839	9 1 64	165 1 8	-	1,239 15 0	78 9 0	
" " - " - N.S. 11	650 0 0	1854						
Lofthouse - N.S. 11	200 0 0	1845	2 10 0	-	-	1 5 0	-	
Lofthouse Parish Sch. - Wes. 6	-	-	1 6 84	-	-	-	-	
Lofthouse - Wes. 6	-	-		37 10 0	-	-	4 11 0	
Londesborough Ch. of E. - N.S. 6	150 0 0	1840	1 0 04	-	-	-	-	
Longwood, Infants - N.S. 11	40 0 0	1842	3 17 0	-	-	256 5 0	56 10 0	
Lothersdale - N.S. 11	276 0 0	1846						
Lound - N.S. 8	5 0 0	1847						
Luddenden - N.S. 10	-	-	7 8 1	38 15 0	-	42 0 0	61 8 0	
Maltby, Infants - N.S. 4	29 0 0	1842		3 15 0	-	-	6 13 0	
Malton, Boys - B.S. 3	150 0 0	1841	3 6 8	-	-	75 5 0	15 1 6	
Malton, New - B.S. 3	400 0 0	1853	2 17 4	-	-	4 16 8	-	
Malton, Old - N.S. 5	-	-	3 11 0	125 0 0	-	194 10 10	37 7 0	
Manfield - Ch. of E. 2	275 0 0	1858						
Manningham, St. Paul's - N.S. 1	300 0 0	1844	11 8 14	54 17 6	-	518 8 4	27 5 0	

a Retiring pension.

b Scientific apparatus

Schools aided by Parliamentary Grants.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensioners.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Industrial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Manston Colliery Ch. of E.	10							
Marsden	N.S. 11	805 0 0	1857	12 5 0	48 2 6	30 0 0	22 1 0	
Marsk	N.S. 3			3 0 6	27 10 0	790 10 0	03 0 0	
Marsk, Zetland Sch.	6					178 10 0		
Masham (Charity)	N.S. 10	31 4 4	1857	3 19 11	106 0 0	6 5 0		
Meanwood	N.S. 9			3 5 1	104 9 2	218 15 0	21 15 8	
Meanwood	Wes. 7			4 0 0		307 10 0	22 2 0	
Melbecks	N.S. 3	216 0 0	1856	3 6 8	32 10 0	20 0 0	18 15 10	
		125 0 0	1857					
Melsonby	Wes. 7	290 0 0	1858	2 10 0	31 0 0	20 16 8	21 8 0	
Meltham	N.S. 12	92 0 0	1856	3 8 10	208 6 8	124 7 0	69 12 0	
		110 6 0	1847					
Meltham Mills	N.S. 12	315 0 0	1844	5 10 10	111 13 4	58 17 6	845 4 2	134 3 0
Methley, Boys	N.S. 4			5 13 4	64 10 0		38 6 8	10 4 0
Methley, Girls	N.S. 4	152 0 0	1849	1 8 8			8 15 0	11 10 0
Mexborough	N.S.	25 0 0	1842					
Middlesborough-on- Tees	B.S. 5	150 0 0	1837	18 0 0	75 0 0	115 0 0	517 3 4	25 0 0
"	"	42 13 4	1855					
"	"	50 0 0	1850					
"	"	406 0 0	1856					
Middlesborough-on- Tees, Infants	B.S. 5				36 16 8	62 6 8	13 1 0	
Millbridge	N.S. 2	270 0 0	1854	6 16 7	75 0 0	53 2 6	86 1 8	48 19 0
Millnsbridge	N.S. 12	100 0 0	1838		72 0 0		223 10 0	37 10 0
		692 0 0	1856					
		100 0 0	1853					
Minskipp	Ch. of E.				20 0 0			
Mirfield	Par.			3 6 8	32 10 0		7 5 0	18 2 0
Mirfield	Wes. 4	72 0 0	1841					
Monkton, Bishop's	N.S.	486 0 0	1838			5 0 0	5 7 6	
Monk Fryston	N.S.	75 0 0	1837					
Morley (Town End)	N.S.			12 12 3	80 0 0		348 3 4	48 4 0
Morley	Wes. 9	115 0 0	1845					
Morton, East	N.S. 11	1,005 0 0	1839	9 5 4	29 6 8		30 0 0	24 0 0
Mount Pellon	N.S. 5	199 0 0	1855					7 18 0
Muston	Ch. of E.	214 0 0	1840	8 10 3	37 10 0		242 0 0	38 1 0
Nafferton	Wes. 7	18 11 6	1856					
		122 6 0	1846	1 9 0	20 16 8		78 4 7	5 12 0
Nafferton	N.S. 6	7 17 9	1847					
"	N.S.	40 0 0	1853					
"	N.S. 8	745 4 0	1857	8 4 8	8 15 0			
	N.S. 6			0 12 2	93 0 0		80 16 8	6 15 0
Neepsend	N.S.							
Newick, Girls	N.S.				32 15 0		45 0 0	10 6 6
Newby Hall (in Skelton)	Ch. of E.			1 5 10				
Newby Hall	N.S.	95 0 0	1838	1 4 7				
New Mills	N.S.	50 0 0	1845					
"	"	3 0 0	1848					
"	"				26 10 0		24 13 4	7 9 0
Newport	Ch. of E.	68 0 0	1841	3 4 1				35 12 0
Newsome	N.S. 11	3 0 0	1842	0 18 9				3 4 0
Newton-in-Bowland	N.S. 3			4 19 8			58 11 8	59 13 0
Newton-on-Ouse	N.S. 6	80 0 0	1843					
Normanby	N.S.	86 0 0	1857					
Numburnholme	N.S.	200 0 0	1845	8 6 4	174 12 6		422 6 8	94 8 0
Oakworth	N.S.	128 0 0	1855	14 13 4	91 10 0		604 5 10	163 18 0
Oakworth, Sykes	N.S.			ad 1 3 4				
		140 0 0	1857	2 6 8				
		613 0 0	1857	6 13 4	7 10 0		24 10 0	25 0 0
Osmotherley	N.S.	300 0 0	1847	3 4 5	23 15 0		180 0 0	29 1 0
Ossett, South	N.S.			2 18 4	94 0 0		269 6 8	20 5 0
Otley	N.S.	38 10 0	1852	6 4 0	40 0 0		44 0 0	28 11 0
Oulton, St. John's	N.S.	150 0 0	1854					
Oughtibridge	N.S.							
				1 0 10	6 5 0			4 14 0
Outwood, St. Mary	N.S.	70 0 0	1842	1 13 4				
Magdalene's	N.S.						3 15 0	
Overton	N.S.	70 0 0	1852	3 9 2	35 6 8		81 5 0	21 5 0
Ouseburn, Great, S.	N.S.	18 16 8	1857					
Owlerton	N.S.							

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on ac- count of As- sist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- formatory and In- dus- trial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Owram, North - B.S.	200 0 0	1841						
Owram, South - N.S. 11	125 0 0	1839						
Oxthorpe - N.S. 5	84 0 0	1848		20 0 0		20 0 0	11 0 0	
Oxenhope - N.S. 1	203 0 0	1847	0 15 0			22 10 0	41 12 0	
Pickering, Girls - N.S. 7				19 0 0		29 6 0	4 0 0	
Pickering, Mixed - N.S.	363 0 0	1856	2 3 4					
Pickering - Wes. 7	569 0 0	1857	4 3 4	49 15 0		71 0 0	24 7 8	
Pitsmoor - N.S. 8	140 0 0	1837	0 13 0					
Pocklington - N.S. 6	337 0 0	1857	34 7 3	121 5 0		1,391 5 0	90 10 0	
Pocklington - Wes. 4	631 0 0	1855	5 16 11	68 0 0		151 6 8	34 3 0	
Pollington - N.S. 5	171 2 6	1853	4 0 0	72 17 6		315 10 0	50 11 8	
Pontefract - N.S. 8			2 8 0	85 12 6		57 10 0	17 12 0	
Pontefract - Wes. 4	44 2 0	1857	4 1 7	62 10 0		524 8 4	6 10 0	
Pontefract - N.S. 8	250 0 0	1838	16 5 4	127 10 0		261 10 0	53 11 0	
Pontefract, All Saints - N.S. 7	108 0 0	1858	0 10 16					
Pontefract, St. Joseph's - R.C. 9	117 0 0	1849	3 0 4	12 0 0		14 10 0		
Pontefract, The Grange, St. Mary's R.C. 7			3 3 4	12 10 0		61 10 0	27 14 0	
Poppleton, Nether N.S.	60 0 0	1852	1 17 6	90 0 0				
Pudsey, Far Town - N.S. 10	200 0 0	1845	1 14 7					
Pudsey, Low Town - N.S. 10	260 0 0	1843	6 1 7	55 2 6	22 10 0	284 15 0	88 7 0	
Rastrick - B.S.	150 0 0	1837	5 1 4	47 10 0		315 5 0	23 16 0	
Rathmell - N.S. 3			1 2 2				15 19 0	
Rawcliffe - Wes. 12			2 0 0					
Rawmarsh, Infants - N.S.	54 0 0	1842				91 5 0		
Rawmarsh, Endowed Free Grammar School - 7	250 0 0	1858	5 12 8	33 0 0		273 0 0	25 15 0	
Reeth - Wes. 6			3 6 8	6 5 0		112 1 8		
Redcar - B.S. 6			1 10 0	42 5 0		21 5 6	27 11 0	
Redhill - Wes. 12			19 12 2	153 1 8		1,024 15 0	23 4 0	
Richmond - N.S. 3	50 0 0	1837	10 2 7	163 0 10		340 10 2	18 12 0	
" - N.S. 3	140 0 0	1852						
" - Wes. 5	129 15 0	1857						
Richmond - Wes. 5			4 9 4	88 0 0		118 13 4	13 2 0	
Richmond, Corporation S. 8			2 19 2	105 0 0		239 0 0	24 12 0	
Rillington - N.S. 6	87 0 0	1847	0 18 4			6 9 2		
Ripon, Cathedral, Boys - N.S. 9	238 7 6	1854	14 16 3	159 19 2		400 5 10	49 0 0	
Ripon, Girls - N.S. 9			0 18 0	53 13 4				
Ripon, Holy Trinity - N.S. 9	247 0 0	1837		68 16 8	33 6 8	217 10 0	23 1 0	
" - N.S. 9	50 0 0	1854	11 15 2	86 6 8		498 5 10	23 4 0	
" - Wes. 5	47 0 0	1856						
Ripon - N.S. 12	176 0 0	1844	3 15 0	30 0 0		200 0 0	17 6 8	
Ripponden - N.S. 12	80 0 0	1856	10 2 10	64 1 8		226 1 8	106 17 0	
Rise - N.S. 6			0 3 4	14 3 4				
Robert Town - N.S. 10	250 0 0	1850		11 5 0			7 2 0	
Roecliffe - N.S. 6			4 10 5	176 0 0		113 15 0	18 0 0	
Roos - N.S. 6				289 18 4		274 15 0	73 11 0	
Rotherham - N.S. 8	330 0 0	1843	8 7 0	203 6 8	30 0 0	724 10 0	63 14 0	
" - N.S. 8	18 15 0	1856						
" - N.S. 8	17 13 4	1858						
" - N.S. 8	308 0 0	1858						
Rotherham, Park Gate - N.S. 8			3 5 0	27 17 6		289 8 4	23 19 0	
Rotherham and Mas- boro' - B.S. 2	349 0 0	1834	14 4 1	73 3 4		171 3 4	32 3 0	
Roystone - N.S. 7	150 0 0	1845	3 11 3	56 5 0		39 11 8	11 10 0	
Rylstone District - N.S. 6	75 0 0	1852						
Salterhebble, All Saints' - N.S. 11	444 0 0	1855	4 16 8	53 10 0		63 0 0	33 7 0	
Salterforth - N.S. 6	64 0 0	1844						
Scalby - N.S. 6			1 1 10					
Scammonden - N.S. 6	50 0 0	1846						

a Scientific apparatus.

b Drawing augmentation.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Scamptown - N.S.	5	-	-	-	-	116 9 2	-	-
Scarborough - N.S.	6	*85 0 0	1838	1 10 7½	66 1 8	99 16 8	20 10 0	-
Scarborough - Wes.	7	753 0 0	1856	7 0 0	32 10 0	52 13 4	36 3 3	-
Seaholme - N.S.	-	105 0 0	1847	1 4 7½	-	-	-	-
Seisset, or High	-	-	-	-	-	-	-	-
Hoyland - N.S.	7	83 0 0	1841	8 4 6½	51 15 0	272 10 0	69 6 0	-
Sculcoates - N.S.	-	250 0 0	1852	1 15 8½	-	-	-	-
Sculcoates, Ch. Ch. N.S.	5	474 0 0	1849	40 11 5½	215 15 0	1,447 6 8	29 0 0	-
Sculcoates, St. Mary	6	-	-	7	6 5 0	-	9 12 0	-
Sculcoates, St. Paul's	-	-	-	-	-	-	-	-
Girls - N.S.	-	*100 0 0	1834	3 1 5½	-	-	-	-
Sculcoates, St. Paul's	-	10 0 0	1845	-	-	-	-	-
Boys - Ch. of E.	-	573 0 0	1858	-	-	-	-	-
Seacroft - N.S.	6	30 0 0	1856	6 5 2	70 0 0	133 17 6	45 9 0	-
Sedburgh - N.S.	4	115 0 0	1841	-	9 6 8	-	-	-
" - N.S.	-	15 0 0	1857	-	-	-	-	-
Sedburgh - E.S.	8	125 0 0	1843	7 1 7½	30 12 6	286 5 0	74 1 6	-
" - N.S.	-	62 10 0	1855	-	-	-	-	-
" - N.S.	-	73 0 0	1855	-	-	-	-	-
Selby - Wes.	3	-	-	16 8 6½	35 15 0	702 19 2	35 3 3	-
Selby, Gray Coat	4	-	-	-	31 18 4	-	-	-
Selby, Abbey Church N.S.	4	1,009 10 9	1858	5 0 0½	5 15 0	-	-	-
Sessay Village School	-	-	-	1 13 4½	-	-	-	-
Settle - N.S.	2	-	-	9 9 3½	60 0 0	288 12 6	41 15 0	-
Settle, Infants - N.S.	2	-	-	-	-	-	8 1 0	-
Settrington - N.S.	6	-	-	1 16 10½	70 17 6	71 15 10	46 16 0	-
Shadwell - N.S.	-	56 0 0	1847	1 6 7	-	-	-	-
Sharow - N.S.	10	212 0 0	1857	2 1 4½	26 5 0	15 0 0	22 5 0	-
Sheffield - E.S.	-	*250 0 0	1837	-	-	-	-	-
Sheffield, Central	-	-	-	-	-	-	-	-
(Carver Street) - N.S.	8	-	-	56 1 0½	170 9 2	1,958 1 8	112 0 0	-
Sheffield, Ebenezer Wes.	11	-	-	4 3 4½	20 16 8	-	2 10 3	-
Sheffield, Parish Ch. N.S.	8	-	-	-	45 5 0	253 6 8	25 19 0	-
Sheffield, St. George's	-	-	-	-	-	-	-	-
N.S.	8	1,393 0 0	1846	13 19 5½	208 0 0	14 11 8	2,821 11 8	89 9 0
Sheffield, St. Luke's	-	-	-	-	-	-	-	-
Dyer's Hill - N.S.	-	700 0 0	1858	-	-	-	-	-
Sheffield, St. Marie's	-	-	-	-	-	-	-	-
(Surrey Street) - N.S.	7	*359 0 0	1835	20 15 1	179 0 0	683 5 0	109 6 0	-
" - N.S.	-	172 10 0	1853	-	-	-	-	-
Sheffield, St. Mary's N.S.	8	333 10 0	1842	35 15 11½	203 8 4	160 8 4	2,011 10 0	95 19 0
" - N.S.	-	40 6 0	1845	-	-	-	-	-
" - N.S.	-	100 0 0	1859	-	-	-	-	-
" - N.S.	-	16 14 8	1855	-	-	-	-	-
" - N.S.	-	44 2 6	1857	-	-	-	-	-
Sheffield, St. Mary's	-	-	-	-	-	-	-	-
(Sheaf Gardens) - R.C.	-	974 10 0	1858	-	-	-	-	-
Sheffield, St. Paul's N.S.	8	230 0 0	1844	8 6 3½	143 11 8	574 16 8	31 0 0	-
Sheffield, St. Peter's N.S.	-	800 0 0	1855	10 8 4½	-	-	-	-
Sheffield, St. Philip's N.S.	8	185 0 0	1845	-	413 6 6	346 10 0	-	-
Sheffield Park, St. John's	-	-	-	-	-	-	-	-
N.S.	8	322 0 0	1848	17 11 6	20 16 8	698 12 6	17 12 0	-
Sheffield Park - Wes.	12	558 0 0	1847	11 7 2½	232 18 4	1,108 16 0	14 0 0	-
Sheffield, St. Vincent	-	-	-	-	-	-	-	-
of Paul - R.C.	8	534 15 0	1853	17 17 10	98 4 2	60 0 0	621 18 4	128 18 0
Shelf - Night S.	-	-	-	-	-	-	10 0 0	-
Shelf - Ch. S.	2	-	-	1 6 0½	-	-	-	-
Shelf - B.S.	-	*80 0 0	1836	-	-	-	-	-
Shepley - B.S.	-	*60 0 0	1839	-	-	-	-	-
Shepley, St. Paul's N.S.	10	76 10 0	1854	1 12 3	10 0 0	-	4 1 0	-
" - N.S.	-	9 11 0	1858	-	-	-	-	-
Sherburn - N.S.	-	-	-	-	15 0 0	-	-	-
Shipley, St. Paul's N.S.	3	765 0 0	1858	3 4 0½	17 10 0	4 16 8	17 13 0	-
Shipton, Endowed N.S.	4	-	-	4 10 10½	41 0 0	71 11 8	40 12 0	-
Sigglethorpe - N.S.	8	-	-	1 9 8	117 18 4	-	2 4 0	-
Silkestone, Boys Ch. of E.	-	-	-	2 14 2	-	-	152 10 0	40 9 0
Silkestone, Girls and	-	-	-	-	-	-	-	-
Infants - N.S.	8	237 0 0	1851	1 9 0½	33 16 8	201 5 0	43 10 0	-

a Retiring pension.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assis- tant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Indus- trial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Slisden - - - N.S. 2	£ 50 0 0	1836	£ 5 15 7½	59 7 6	-	32 18 4	25 18 0	
Slisden - - - Wes. 4	58 0 0	1855	11 6 9½	49 0 0	-	157 5 6	77 2 0	
Slisden - - - N.S. 5	279 0 0	1858	-	-	-	-	-	
Skelton - - - N.S. 5	75 0 0	1846	2 1 8	5 0 0	-	5 0 0	7 6 8	
Skipsea - - - N.S. 1	-	-	1 13 2½	-	-	-	-	
Skipsea - - - Wes. 1	-	-	1 2 9	-	-	-	-	
Skipston - - - N.S. 1	-	-	4 10 8	110 6 0	-	195 0 0	28 17 0	
Skipston, Ch. Ch. - N.S. 1	75 0 0	1845	-	11 5 0	-	-	8 4 0	
Skipston - - - B.S. 5	415 0 0	1857	20 18 1	132 10 0	25 9 0	710 3 4	129 9 0	
Skipston - - - Wes. 6	-	-	10 1 6½	36 5 0	-	359 3 4	79 9 0	
Skipston, St. Stephen's R.C. 7	-	-	1 13 4½	-	-	-	9 9 0	
Slaithwaite, Lower N.S. 11	154 0 0	1841	13 3 3½	17 18 4	-	902 10 10	192 4 0	59 3 9
" " " " " 2	0 0 0	1850	-	-	-	-	-	
" " " " " 7	0 0 0	1851	-	-	-	-	-	
" " " " " 120	0 0 0	1857	-	-	-	-	-	
Slaithwaite, Upper N.S. 11	190 0 0	1846	4 1 1½	45 0 0	-	75 0 0	-	13 8 6
" " " " " 7	0 0 0	1849	-	-	-	-	-	
" " " " " 3	12 0 0	1850	-	-	-	-	-	
Slaithwaite, Old (Free) - 132	0 0 0	1846	-	-	-	-	-	
Sledmere - - - N.S. 6	-	-	-	102 5 0	-	-	-	
Sleights - - - N.S. 1	55 0 0	1838	11 6	-	-	-	-	
Sleights - - - N.S. 1	37 0 0	1849	-	-	-	-	-	
Slingsby - Ch. of E. 5	-	-	-	5 0 0	-	-	5 2 0	
Snainton - - - N.S. 3	-	-	-	-	-	-	1 15 0	
Smith - - - Wes. 12	334 0 0	1849	8 6 4½	58 6 8	-	209 10 0	15 0 0	
Sowerby, near Thirsk N.S. 12	-	-	3 10 11½	-	-	-	-	
Sowerby Bridge - N.S. 12	245 0 0	1838	7 0 0½	28 15 0	-	80 3 4	30 0 0	
Sowerby Bridge - Wes. 9	-	-	3 14 4½	158 10 0	-	499 14 2	110 3 0	
Sowerby, Chapelry District - N.S. 11	-	-	7 11 7½	91 5 0	-	29 0 0	44 16 0	
Sowerby, St. George's N.S. 12	260 0 0	1845	6 13 4½	98 15 0	-	541 13 0	99 13 0	
" " " " " 31	6 8	1858	-	-	-	-	-	
Sowerby, St. Mary's N.S. 11	-	-	6 10 9½	-	-	-	46 11 0	
Sowerby, Triangle - N.S. 11	409 0 0	1858	-	10 0 0	-	-	8 15 0	
Spofforth - - - N.S. 4	174 15 0	1851	1 17 4½	3 15 0	-	95 15 0	-	
Stainborough, Hood Green - - - N.S. 5	106 0 0	1851	-	33 0 0	-	-	-	
Stalthees - - - N.S. 5	-	-	-	26 19 0	-	-	-	
Stanbury-in-Haworth N.S. 2	87 0 0	1848	-	-	-	-	3 11 0	
Stanley, St. Peter's N.S. 5	177 0 0	1848	6 4 3½	114 16 0	-	406 17 6	49 18 0	
" " " " " 80	0 0	1856	-	-	-	-	-	
Stanningley, St. Thomas' - N.S. 1	250 0 0	1846	2 0 0	-	-	-	-	
Stannington Hollow, Meadow's School - N.S. 1	18 0 0	1848	-	-	-	-	-	
" " " " " 243	0 0	1858	-	-	-	-	-	
Stannington - - - N.S. 10	52 10 0	1842	0 19 11½	-	-	32 10 0	-	
Starforth - Ch. of E. 1	-	-	1 19 9½	-	-	-	-	
Staveley - - - N.S. 4	70 10 0	1851	1 0 5	104 5 0	-	107 18 4	38 0 0	
Stillington - - - Wes. 3	-	-	1 13 4	55 0 0	-	54 3 4	18 16 8	
Sunk Island School - 6	130 0 0	1858	1 16 1	-	-	-	-	
Sutton - - - B.S. 12	-	-	3 15 3½	46 19 0	-	-	28 6 0	
Sutton-in-Derwent N.S. 2	40 0 0	1844	0 13 2½	27 10 0	-	31 8 4	45 15 0	
Sutton-in-Kildwick N.S. 1	90 0 0	1849	-	-	-	-	-	
Swinefleet - - - Wes. 12	-	-	4 3 7½	-	-	95 10 0	-	
Swinton - - - N.S. 4	36 0 0	1845	5 8 6½	49 15 0	47 10 0	40 0 0	37 12 0	4 10 8
" " " " " 418	16 8	1854	-	-	-	-	-	
" " " " " 5	0 0	1857	-	-	-	-	-	
" " " " " 6	14 0	1857	-	-	-	-	-	
Tanfield, West - N.S. 10	-	-	2 1 8	155 0 0	-	125 0 0	37 14 0	
" " " " " 210	0 0	-	-	-	-	-	-	
Tankersley - - - N.S. 7	-	-	4 3 4½	52 10 0	-	132 10 0	39 14 0	
Temple Newsam - N.S. 1	35 0 0	1851	8 5 10½	-	-	-	-	
Thirsk - - - B.S. 3	125 0 0	1840	12 17 0½	187 13 4	-	626 9 2	115 12 8	
" " " " " 50	0 0	1847	12 16 0	-	-	-	-	
" " " " " 80	0 0	1854	-	-	-	-	-	

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Thornaby N.S.	3	£ 300 0 0	1847	£ 5 17 4	17 10 0	-	20 0 0	5 8 0
Thornaby with Cottingham Ch. of E.	5	-	-	-	46 0 0	-	37 10 0	-
Thornor N.S.	10	-	-	1 13 4	34 5 0	-	30 0 0	21 4 3
Thornes N.S.	8	-	-	2 7 0	175 3 4	-	149 16 3	27 12 0
Thornhill, Lees N.S.	-	-	-	3 0 0	-	-	-	-
Thornton in Lonsdale N.S.	-	-	-	1 9 2	-	-	-	-
Thornton N.S.	12	20 0 0 15 0 0	1844 1848	-	-	-	10 0 0	-
Thorpe Hesley Wes.	9	-	-	3 13 5	10 0 0	-	-	4 10 0
Thorpe Hesley N.S.	7	147 6 0	1840	1 16 0	7 10 0	-	-	-
Thorpe Salvin N.S.	-	-	-	1 6 7	-	-	-	-
Thurgoland N.S.	7	160 0 0	1851	3 7 0	29 0 0	-	185 11 8	9 18 0
Thurstonland, Endowed Par.	11	20 0 0 52 8 0 80 0 0	1843 1845 1855	7 4 8	156 13 4 2138 6 8	-	339 12 6	45 0 0
Tickhill, Infants Ch. School N.S.	4 6	- 64 0 0	- 1848	2 7 2 1 13 4	- 18 15 0	-	2 18 4 31 5 0	- 9 1 0
Tickton N.S.	7	-	-	-	7 10 0	-	-	8 12 0
Tinsley Park, Colliery School B.S.	7	22 0 0	1836	-	-	-	-	-
Timble, Great Tollerton Wes.	2	400 8 0	1853	4 3 4	-	-	1 5 0	-
Topcliffe N.S.	13	-	-	1 13 5	31 10 0	-	15 0 0	9 5 0
Tunstall Ch. of E.	3	-	-	-	-	-	-	22 5 0
Ulseself Ch. of E.	3	-	-	-	17 10 0	-	-	3 2 0
Wadsley N.S.	8	152 0 0 100 0 0 20 0 0	1839 1855 1856	12 14 10	199 15 0	-	690 6 8	42 10 0
Wadworth N.S.	3	72 10 0 11 3 4	1842 1856	3 13 6	137 10 0	-	-	21 16 0
Wakefield Wes.	3	500 0 0	1857	4 0 10	36 13 4	-	22 6 8	12 17 6
Wakefield, All Saints' Boys N.S.	8	9 14 8	1840	9 4 0	68 15 0	-	154 18 8	32 2 0
Wakefield, All Saints' Girls N.S.	8	-	-	-	71 11 8	-	241 10 0	13 5 9
Wakefield, Holy Trinity N.S.	8	226 0 0	1847	13 5 4	303 3 4	-	670 9 10	63 0 0
Wakefield, Lancasterian School N.S.	3	75 0 0 375 0 0	1856 1857	2 13 4	20 0 0 18 5 0	-	4 16 8 29 0 0	7 11 0 12 1 0
Wakefield, St. Mary's N.S.	7	-	-	-	-	-	-	-
Wakefield, St. Andrew's N.S.	8	320 0 0 18 6 4 93 6 0	1846 1848 1849	5 15 0	25 16 8	-	201 10 10	-
Wakefield, West Riding Reformatory N.S.	2	-	-	0 16 8	-	-	-	53 2 6R
Walton N.S.	5	-	-	4 12 6	136 5 0	-	177 6 8	21 7 0
Wansford, Great N.S.	6	-	-	1 1 2	81 5 0	-	-	3 6 0
Warmfield B.S.	-	50 0 0	1837	-	-	-	-	-
Warmworth N.S.	8	-	-	1 12 1	39 11 8	-	-	10 1 0
Wath-upon-Deane N.S.	5	279 0 0	1853	1 18 0	-	-	-	-
Weaverthorpe N.S.	5	-	-	-	35 15 0	-	-	8 14 0
Weston N.S.	6	140 0 0 44 0 0	1843 1853	1 13 4 9 14 0	115 10 0	-	523 5 0	37 5 0
Weighton, Market N.S.	6	-	-	3 10 0	79 15 0	-	76 13 4	16 4 0
Welburn N.S.	5	-	-	2 0 4	-	-	-	-
Welham Bridge Ch. of E.	-	-	-	3 8 4	157 2 6	-	187 15 0	39 18 0
Welson N.S.	6	-	-	3 2 6	153 16 8	-	653 6 8	13 15 0
Wentworth N.S.	8	-	-	3 19 6	62 10 0	-	123 11 8	35 8 0
Westgate Common N.S.	8	123 15 0 35 0 0	1852 1853	-	-	-	-	-
Westhouse N.S.	-	-	-	1 9 2	-	-	-	-
Weston N.S.	8	-	-	2 1 3	44 3 4	-	618 17 6	-
Wetherby N.S.	-	-	-	1 14 0	-	-	-	-
Wetherby Wes.	3	-	-	5 7 6	78 15 0	-	271 7 6	46 8 6
Wetwang (Lady Sykes) N.S.	6	-	-	-	28 6 8	-	-	-
Whiston N.S.	8	75 0 0	1839	2 3 9	70 0 0	-	113 15 0	17 8 0

a Retiring pension.

b Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teachers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Whitby - - - N.S. 6	200 0 0	1845	11 1 5	80 8 4	-	763 10 0	37 10 0	-
Whitby - - - B.S. 7	90 0 0	1856	7 2 6	85 5 0	17 10 0	647 0 0	35 8 4	-
Whitby - - - Wes. 7	97 12 6	1857	20 17 8	109 3 4	-	246 14 2	-	-
Whitby - - - "	-	-	-	a1 0 0	-	-	-	-
Whitby - Ch. of E. 4	-	-	-	-	-	70 0 0	6 19 0	-
Whorlton - Par. 12	347 0 0	1857	1 13 4	3 15 0	-	-	-	-
Wicker, Holy Trinity N.S. 8	628 3 4	1854	23 2 8	145 8 4	-	638 8 4	51 13 0	-
" - - - "	304 0 0	1857	-	a2 18 4	-	-	-	-
" - - - "	20 0 0	1858	-	-	-	-	-	-
Wickersley - - N.S. 7	360 0 0	1857	-	31 10 0	-	15 0 0	10 8 0	-
Wigginton - - N.S. 4	*40 0 0	1836	-	-	-	-	-	-
Wignall - - - N.S. 4	-	-	1 11 8	32 10 0	-	36 5 0	18 15 0	-
Wilsden, Infants - N.S. 2	*60 0 0	1838	1 9 5	30 5 0	25 0 0	-	43 16 0	-
Wilsden - - - Wes. 5	332 18 0	1858	5 0 0	20 0 0	-	56 0 0	39 15 0	-
Windhill - - - Wes. 3	646 0 0	1857	5 1 8	-	-	2 10 0	8 9 0	-
Withernwick - N.S. 5	55 0 0	1847	-	-	-	-	-	-
Wombwell - - - N.S. 6	134 0 0	1847	3 3 4	45 5 10	-	11 12 6	26 12 0	-
" - - - "	13 14 0	1855	-	-	-	-	-	-
Womersley - - - N.S. 2	209 0 0	1857	-	-	-	-	-	-
Woodhouse, Ch.Ch. N.S. 11	*150 0 0	1836	13 0 6	191 11 8	-	485 6 8	28 19 0	-
Woodhouse, (Feather Hill), St. Mark's - N.S. 9	200 0 0	1846	12 12 10	51 10 0	-	1,029 18 4	85 5 0	-
" - - - "	25 4 0	1857	-	-	-	-	-	-
Woodmansey and Thearne - N.S. 6	276 15 0	1856	2 0 0	13 15 0	-	30 0 0	11 1 10	-
Woodside (Horsforth) N.S. 10	220 0 0	1850	4 16 8	53 15 0	-	134 15 0	83 5 0	-
Worrall - - - N.S. 8	101 0 0	1848	2 5 10	-	-	75 0 0	-	-
Worsborough Dale N.S. 8	169 0 0	1848	6 11 2	-	-	-	-	-
Worsborough, Grammar School - - - "	-	-	2 8 8	-	-	-	-	-
Wortley (near Leeds) N.S. 10	*55 0 0	1836	-	-	-	57 6 8	-	-
Wortley, New (near Leeds) - N.S. 10	500 0 0	1849	2 12 6	79 13 4	-	249 5 0	41 10 0	-
" - - - "	12 12 0	1856	-	-	-	-	-	-
Wortley (near Sherfield) - N.S. 7	-	-	4 7 8	102 15 0	-	373 0 0	27 1 0	-
Wortley (New) Zion B.S. 2	*400 0 0	1857	17 13 5	32 18 4	-	378 8 4	16 17 0	-
" - - - "	150 0 0	1843	-	-	-	-	-	-
Wragby - - - N.S. 6	-	-	-	73 15 0	-	-	-	-
Wrenthorpe - - N.S. 6	-	-	-	-	-	-	-	-
Wyke - - - N.S. 2	100 0 0	1845	4 4 7	48 12 6	-	326 11 8	51 17 0	-
Wykeham - - - N.S. 6	-	-	1 3 4	96 0 0	-	58 15 0	-	-
Yapham - - - N.S. 6	-	-	1 6 8	-	-	-	-	-
Yeadon - - - N.S. 9	272 0 0	1849	7 19 2	43 15 0	-	176 1 8	25 7 0	-
Yeadon, Upper - N.S. 9	-	-	-	13 6 8	-	58 13 4	20 13 0	-
Yedingham - - N.S. 6	*12 0 0	1836	1 11 8	-	-	-	-	-
York, Aldwark - N.S. 6	-	-	15 8 8	90 15 0	64 3 4	512 11 8	23 3 0	-
York, Bishopgate - N.S. 6	11 6 8	1855	3 9 2	100 15 0	-	460 1 8	25 8 0	-
York, Manor House N.S. 5	23 6 8	1855	20 11 2	183 0 0	87 10 0	899 16 8	27 8 0	-
" - - - "	18 13 4	1855	-	a1 6 8	-	-	-	-
York, Micklegate, District - N.S. 6	176 10 0	1853	6 15 6	55 5 0	-	328 6 8	3 15 0	-
York, Micklegate, Trinity - N.S. 6	*125 0 0	1836	8 14 3	126 5 0	-	528 2 6	21 18 0	-
York, St. Cuthbert's N.S. 6	-	-	6 9 1	118 15 0	44 11 8	609 15 0	37 10 0	-
York, St. Thomas' N.S. 5	-	-	9 1 1	20 10 8	-	164 10 0	12 0 0	-
York, Walmgate, St. Margaret's - N.S. 6	200 0 0	1842	21 0 1	201 15 0	50 16 8	845 11 8	34 2 0	-
" - - - "	75 0 0	1847	-	-	-	-	-	-
" - - - "	83 10 0	1853	-	-	-	-	-	-
York and Ripon, Male Practising School 3	100 0 0	1851	-	61 13 4	-	233 0 0	23 14 0	-
York and Ripon, Female Practising S. 3	-	-	-	23 3 4	-	-	-	-
York, Bishophill - B.S. 2	-	-	5 0 0	31 16 8	-	113 4 2	9 10 0	-
York (Hope Street) B.S. 2	-	-	15 9 10	98 6 8	-	732 8 4	35 17 6	-
York (Priory Place) Wes. 2	1,691 0 0	1858	17 8 8	126 5 0	-	493 19 2	21 12 0	-
York, St. George's Wes. 2	1,546 9 6	1858	14 17 2	219 15 0	-	618 0 10	7 7 0	-
" - - - "	-	-	-	611 13 4	-	-	-	-

a Drawing augmentation.

b Retiring pension.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil-teachers, and Gratuities to Masters and Mistresses.	Capital Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
York, St. Mary's, Boys R.C. 8	-	-	1 14 11	66 5 0	-	357 4 2	42 4 0	-
York, St. Mary's, Girls R.C.	-	-	13 3 24	72 0 0	-	623 10 0	45 18 0	-
York, Industrial Ragged School	-	-	-	-	-	-	-	13 15 0
Yorkshire Reformatory R.C.	-	-	-	-	-	-	-	163 4 11

ISLANDS.

CHANNEL ISLANDS.								
Alderney - - - Wes. 10	150 0 0	1855	1 18 8	38 15 0	-	41 13 4	-	-
Guernsey, St. John's N.S. 10	40 0 0	1842	22 10 9	219 2 6	-	792 16 8	61 7 6	-
Guernsey, St. Peter's Port	56 10 0	1842	-	-	-	-	-	-
Guernsey " " N.S. 10	-	-	11 15 8	19 10 0	-	95 3 4	53 11 0	-
Guernsey " " B.S. 10	46 0 0	1839	8 11 2	56 5 0	-	257 15 4	32 11 0	-
" " " " " "	266 0 0	1843	-	-	-	-	-	-
" " " " " "	9 18 9	1846	-	-	-	-	-	-
" " " " " "	14 10 0	1856	-	-	-	-	-	-
Jersey " " N.S. 10	125 0 0	1840	14 2 2	37 10 0	-	598 16 8	-	-
Jersey, Gorey - - N.S. 10	51 0 0	1857	-	-	-	-	8 14 0	-
Jersey, Grouville, Central - - N.S. 10	100 0 0	1836	-	-	-	-	-	-
" " " " " "	381 0 0	1857	3 6 8	41 6 8	-	106 6 8	51 18 10	-
Jersey, St. James' N.S. 10	-	-	214 17 7	-	-	-	-	-
Jersey, St. Mark's N.S. 10	200 0 0	1846	11 4 0	111 1 8	-	671 13 4	23 15 0	-
" " " " " "	16 5 0	1853	8 5 6	135 8 4	15 12 6	701 11 8	69 14 2	-
" " " " " "	27 17 6	1854	28 13 4	-	-	-	-	-
" " " " " "	77 0 0	1857	-	-	-	-	-	-
Jersey, St. Paul's - N.S. 10	-	-	-	-	-	6 0 0	-	-
Jersey, Trinity - N.S. 10	-	-	7 18 4	5 0 0	-	220 3 4	10 8 0	-
ISLE OF MAN.								
Arbory - - - N.S. 8	50 0 0	1835	1 17 3	-	-	88 0 0	-	-
Ballasalla - - N.S. 9	88 0 0	1843	6 12 7	63 0 0	-	402 10 0	50 16 0	-
Bishopscourt, Model N.S.	100 0 0	1855	-	-	-	-	-	-
Castletown - - N.S. 9	90 0 0	1839	5 18 5	38 15 0	-	741 11 8	31 1 0	-
" " " " " "	82 6 0	1850	10 5 6	530 0 0	-	-	-	-
Cronk-ne-Voddy, St. John's - N.S.	48 10 0	1842	2 0 0	-	-	-	-	-
Cronkbourne - N.S. 8	-	-	2 1 8	39 6 8	-	52 10 0	25 6 0	-
Dhoon Bridge - N.S.	44 0 0	1836	-	-	-	-	-	-
Dolby - - - N.S. 8	-	-	1 15 4	-	-	87 10 0	20 15 0	-
Dolby - - - B.S. 8	150 0 0	1840	-	-	-	-	-	-
Douglas - - - R.C. 8	-	-	-	15 16 8	-	-	14 14 0	-
Douglas - - - Wes. 8	-	-	5 17 10	5 0 0	-	-	-	-
Douglas, St. Barnabas' N.S. 8	85 0 0	1845	23 14 5	92 18 4	-	1,402 18 4	115 19 0	-
" " " " " "	16 13 4	1851	-	-	-	-	-	-
Douglas, St. George's (Athol Street) - N.S. 9	-	-	10 5 3	231 4	-	1,566 6 8	67 13 0	-
Foxdale, St. Patrick's (Mining) - Ch. of E. 9	100 0 0	1848	3 2 9	23 16 8	-	580 11 8	8 13 0	-
Grenaby - - - N.S. 9	50 0 0	1850	-	-	-	-	-	-
Kirk Andreas - N.S. 9	50 0 0	1835	4 1 3	40 0 0	-	246 10 0	33 19 0	-
" " " " " "	72 0 0	1837	7 10 11	68 15 0	-	301 3 4	23 9 0	-
Kirk German, St. John's - N.S. 8	72 6 0	1848	-	-	-	-	-	-
" " " " " "	70 0 0	1845	3 0 0	70 13 4	-	191 5 0	24 10 0	-

a Scientific apparatus.

b In lieu of retiring pension.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificat- ed Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Indust- rial Schools.
	Amount.	Date of Payment.						
ISLE OF MAN—cont.								
Kirk Marown - Par. 8	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kirk Maughold - Par. 8	140 5 0	1854	1 10 0	-	-	-	2 14 0	-
Kirk Michael - N.S. 8	*67 0 0	1841	-	-	-	-	-	-
Kirk Onchan - Par. 8	77 0 0	1842	2 10 0	8 15 0	-	-	5 4 0	-
Kirk Patrick - Par. 8	200 0 0	1855	6 1 8	51 5 0	-	343 6 8	19 8 0	-
Kirk, St. Anne's - N.S. 9	100 0 0	1852	1 12 10	21 5 0	-	95 16 8	8 13 0	-
Laxey Glen - N.S. 8	*38 0 0	1836	4 7 2	23 15 0	-	29 0 0	3 19 0	-
Man, Isle of, St. Jude's N.S.	63 0 0	1855	-	-	-	-	-	-
Malew, St. Mark's Ch.of.E. 8	70 0 0	1843	7 19 4	-	-	132 10 0	25 4 0	-
Peel, Christian's En- dowed - N.S. 9	30 0 0	1845	-	-	-	-	-	-
Peel, Mathematical and Nautical School - 8	100 0 0	1842	11 8 4	73 6 8	-	690 3 4	36 3 0	-
Port, St. Mary's - N.S. 8	112 0 0	1850	1 0 10	145 10 0	-	70 8 4	-	-
Ramsey - N.S. 8	*75 0 0	1837	4 2 7	77 5 0	-	303 8 4	7 4 0	-
Ramsey - N.S. 8	*155 0 0	1835	9 6 10	76 7 6	-	180 18 4	14 14 0	-
Rushen - N.S. 8	122 15 3	1850	-	-	-	-	-	-
Sulby - N.S. 8	-	-	0 19 11	52 3 4	-	183 8 4	8 10 0	-
Sulby - N.S. 8	*100 0 0	1840	3 7 4	50 11 8	-	122 10 10	9 9 0	-

WALES.

ANGLESEA.								
Amlwch - N.S. 5	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cemaes - B.S. 5	150 0 0	1847	5 9 7	-	-	65 18 4	61 5 0	-
Dwyran - B.S. -	-	-	1 16 3	-	-	152 0 0	-	-
Gaerwen - N.S. 5	171 0 0	1850	9 0 1	-	-	27 18 4	4 18 0	-
Gwalchmai - N.S. -	*30 0 0	1840	-	-	-	-	-	-
Gwalchmai - B.S. 5	90 0 0	1856	-	-	-	-	-	-
Gwalchmai - B.S. 5	240 0 0	1856	-	21 5 0	-	58 3 4	25 10 0	-
Hengelwys - B.S. 18	0 0	1840	-	-	-	-	-	-
Holyhead - N.S. 5	55 0 0	1840	4 9 0	145 0 0	-	297 5 0	42 5 0	-
Holyhead - B.S. 5	15 6 3	1844	-	-	-	-	-	-
Holyhead - B.S. 5	*37 0 0	1836	30 0 6	150 19 2	-	1,035 12 11	147 12 0	-
" - " -	354 0 0	1849	-	-	-	-	-	-
" - " -	30 15 0	1853	-	-	-	-	-	-
" - " -	138 4 0	1856	-	-	-	-	-	-
" - " -	76 0 0	1856	-	-	-	-	-	-
" - " -	146 0 0	1858	-	-	-	-	-	-
Llanalgo - N.S. -	75 0 0	1846	-	-	-	-	-	-
Llandbadrig Ch.S. 5	-	-	1 5 9	-	-	57 10 0	-	-
Llanddeusant and Llanbabo - N.S. 5	164 0 0	1849	0 9 4	87 18 4	-	71 2 6	18 13 0	-
Llandysilio, Mixed N.S. -	149 10 0	1853	2 8 11	-	-	-	-	-
Llanerchymedd - N.S. 6	-	-	-	-	-	-	6 5 0	-
Llangefni - B.S. 5	179 15 0	1852	9 13 10	115 0 0	-	371 12 6	75 1 3	-
Llangefni - N.S. 5	279 10 0	1853	3 15 8	71 10 0	-	177 9 2	50 2 0	-
" - " -	14 0 0	1855	-	-	-	-	-	-
" - " -	68 9 0	1858	-	-	-	-	-	-
Llangenwen - B.S. -	180 0 0	1849	-	-	-	-	-	-
Llangristiolus - N.S. 5	50 0 0	1841	-	45 0 0	-	-	21 18 0	-
Llangristiolus - B.S. -	6 0 0	1856	-	-	-	-	-	-
Llanrhyddlad - N.S. 8	208 0 0	1847	3 5 8	-	-	-	-	-
Llanrhyddlad - B.S. 8	130 0 0	1845	1 13 4	75 0 0	-	335 12 6	76 16 0	-
" - " -	80 0 0	1856	-	-	-	-	-	-
Llanvaelog - N.S. 5	121 0 0	1849	2 13 10	-	-	168 6 8	19 9 0	-
Marian Glas - B.S. 5	125 0 0	1844	6 10 3	28 15 0	-	233 8 4	17 9 0	-
" - " -	40 0 0	1847	-	-	-	-	-	-
Pemnon and Llan-god - N.S. 5	133 0 0	1852	1 10 5	60 15 0	-	159 1 8	24 1 0	-
Pensarn - N.S. -	*40 0 0	1836	-	-	-	-	-	-
Rhosybol - B.S. 5	200 0 0	1848	4 16 0	65 0 0	-	218 7 6	52 13 0	-
" - " -	32 0 0	1853	-	-	-	-	-	-

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of As- sist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- form- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
BRECONSHIRE.								
Abercrave - N.S. 7	144 10 0	1854	2 12 0	70 2 6	-	52 10 0	11 6 0	
Abercressin School - P.U. 1	93 0 0	1851	3 1 8½	37 10 0	-	-	9 18 0	
Brecon - N.S. 7	773 0 0	1836	-	-	-	10 0 0	-	
Brecon, St. David's N.S. 7	-	-	-	72 0 10	-	310 13 4	14 8 0	
Brecon, St. John's N.S. 7	-	-	-	22 10 0	-	326 10 0	15 2 6	
Brecon, St. Mary's N.S. 7	214 10 0	1850	3 0 4½	69 0 0	-	231 10 10	68 1 2	
Brynmawr - B.S. 10	83 6 8	1853	9 15 0	0 0 0	-	-	18 13 4	
Castle Madoc - B.S. 10	84 0 0	1854	1 6 8	11 5 0	-	-	59 0 0	
Cefn - - - 10	-	-	8 18 11	11 5 0	-	140 10 0	-	
Crickhowel - N.S. -	-	-	-	4 1 6½	-	-	-	
Cwm-twich - N.S. -	-	-	-	2 15 3	-	-	-	
Cwm-twich, Charity S. -	-	-	-	2 0 0½	-	-	-	
Devynock (Sir J. Davy's) Endowed S. 8	77 0 0	1840	2 11 11½	-	-	32 10 0	21 17 0	
" " " " - 8	23 6 8	1855	-	-	-	-	-	
Hay - N.S. 7	65 13 0	1855	6 3 4½	166 0 0	-	297 3 4	43 5 0	16 11 2
Llandefllog Vach N.S. 8	25 0 0	1856	-	48 15 0	-	-	1 19 0	
Llanellty - N.S. -	50 0 0	1836	1 4 1½	-	-	-	-	
" " " " - - -	6 0 0	1847	-	-	-	-	-	
" " " " - - -	67 10 0	1857	-	-	-	-	-	
Llanfrynach - Ch. of E. -	86 18 0	1856	-	-	-	-	-	
Llangasty - N.S. 8	-	-	-	73 15 0	-	-	-	
Llangenny - N.S. 7	74 0 0	1848	-	-	-	-	3 9 0	
Llanigon - N.S. -	30 0 0	1838	-	-	-	-	-	
Talsarth - B.S. 10	-	-	-	5 0 0	-	-	6 0 0	
Talybont - N.S. 8	-	-	2 7 5½	8 15 0	-	-	4 13 0	
Trallong - N.S. -	183 12 0	1858	-	-	-	-	-	
Yniseddwyn (Iron Works School) -	250 0 0	1844	2 0 9	-	-	-	-	
" " " " -	125 0 0	1844	-	-	-	-	-	
Ystradgynlais - N.S. 8	-	-	3 2 6½	8 15 0	-	-	2 8 0	
CAERMARTHENSHIRE.								
Abergwili - N.S. 3	80 0 0	1834	-	111 10 0	-	160 8 4	9 14 0	
Bettws - N.S. -	55 0 0	1845	-	-	-	-	-	
" " " " - - -	28 0 0	1847	-	-	-	-	-	
Capel Cynfal - N.S. 4	123 0 0	1849	6 12 2	18 15 0	-	-	3 18 0	
Capel Evan - B.S. 8	-	-	2 16 0½	-	-	-	41 15 0	
Caermarthen, Lan- casterian School - 8	465 0 0	1850	10 17 5½	191 14 2	-	931 15 0	71 13 0	
" " " " - - -	21 0 0	1854	-	65 0 0	-	-	-	
Caermarthen, St. David's Practising School - 3	727 0 0	1849	13 7 11½	185 5 0	-	618 10 0	13 43 0	
" " " " - - -	194 0 0	1858	-	-	-	-	-	
Cross Inn - B.S. 8	-	-	3 6 8	-	-	-	4 0 0	
Cwmaman - N.S. 4	-	-	2 0 3½	43 10 0	-	51 13 4	13 19 0	
Cwm Iwer - B.S. 8	-	-	1 13 4½	8 15 0	-	32 10 0	25 18 0	
Dafen (Tin Plate Works) - N.S. 3	-	-	5 12 10½	92 10 0	-	322 16 3	70 5 0	
Ferry-side, St. Thomas' Par. 4	404 0 0	1856	2 0 0½	56 6 8	-	97 1 8	28 12 8	
Kenarth - N.S. -	32 0 0	1838	-	-	-	-	-	
Kidwelly - B.S. 7	-	-	-	7 10 0	-	-	7 9 0	
Lanbarn - N.S. 4	-	-	-	28 15 0	-	18 15 0	8 13 0	
Llandarog - N.S. -	148 13 4	1853	-	-	-	-	-	
" " " " - - -	50 0 0	1854	-	-	-	-	-	
Llandefllog - N.S. -	225 19 6	1855	1 19 11½	-	-	-	-	
Llandilo, Tabernacle - B.S. 8	-	-	-	-	-	-	8 9 0	
" " " " - - -	332 6 0	1849	6 13 4½	34 15 0	-	474 16 8	41 8 0	
Llandlovery - N.S. 3	38 10 0	1858	-	-	-	-	-	
" " " " - - -	390 0 0	1846	6 5 5	166 10 0	-	511 16 8	15 11 0	
Llandybïe - N.S. 4	130 0 0	1849	7 9 11½	30 0 0	-	70 5 0	13 14 0	
Llanelli - N.S. -	113 0 0	1837	-	-	-	-	-	
" " " " - - -	137 0 0	1839	-	-	-	-	-	
Llanelli, E. & G. - B.S. 8	250 0 0	1854	10 10 2	93 15 0	-	373 7 6	65 5 0	
" " " " - - -	75 0 0	1857	-	-	-	-	-	

a This school has been pulled down.

b Drawing augmentation.

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	Amount.	Date of Payment.							
CAERNARVONSHIRE—cont.									
Llandinorwig - N.S. 6	633 0 0	1856	3 6 8	29 5 0	-	-	9 9 0		
Llandudno - N.S. 5	120 0 0	1846	10 14 6	70 11 8	-	178 3 4	31 19 0		
" Night S. - "	175 0 0	1855	-	-	-	-	-		
Llandwrog - N.S. 5	199 15 0	1854	1 19 0	126 5 0	-	55 8 4	18 16 2		
Llanengan - N.S. -	118 0 0	1846	2 19 2	-	-	-	-		
" - B.S. -	39 0 0	1847	-	-	-	-	-		
Llanengan - B.S. -	191 0 0	1848	-	-	-	-	-		
" - N.S. -	44 12 0	1858	-	-	-	-	-		
Llanfair-is-gaer - N.S. 6	75 0 0	1844	-	-	-	-	11 8 0		
Llanfair-Vechan - N.S. 5	180 0 0	1850	-	40 10 0	-	-	-		
Llangelynn Gyllin - N.S. 7	80 0 0	1844	-	-	-	-	4 11 0		
Llanestyn - N.S. 5	40 0 0	1843	-	20 0 0	-	34 3 4	2 5 0		
" - N.S. -	17 0 0	1844	-	-	-	-	-		
" - N.S. -	25 0 0	1848	-	-	-	-	-		
Llanllechid - N.S. 5	101 0 0	1848	8 12 6	50 0 0	-	174 10 0	42 5 0		
" - B.S. 5	46 13 4	1855	-	-	-	-	-		
Llanllechid - N.S. -	44 0 0	1855	-	21 10 0	-	60 6 8	35 14 0		
Llanystymdwy - N.S. 5	91 7 6	1853	2 16 2	68 5 0	-	20 0 0	32 17 0		
Nant Peris - B.S. 6	229 10 0	1857	2 16 8	6 5 0	-	6 5 0	-		
Nevyn - N.S. -	62 0 0	1840	-	-	-	-	-		
" - N.S. -	25 0 0	1844	-	-	-	-	-		
Penmaelino - N.S. 12	282 0 0	1858	3 0 0	-	-	12 1 8	11 15 0		
Portmadoc - N.S. 9	624 0 0	1857	5 17 9	6 5 0	-	-	-		
Pwllheli - N.S. 5	200 0 0	1843	6 16 4	81 5 0	-	326 9 2	76 16 0		
" - N.S. -	70 0 0	1849	-	-	-	-	-		
" - N.S. -	6 0 0	1856	-	-	-	-	-		
Pwllheli, Twedyr Allt - B.S. 6	-	-	5 4 5	4 3 4	-	12 1 8	6 10 0		
Roe Wen - B.S. 5	200 0 0	1849	1 16 7	-	-	162 10 0	8 10 0		
Tre and Port Madoc - B.S. 6	60 0 0	1840	7 1 9	-	-	178 0 0	26 4 4		
" - N.S. -	53 10 0	1840	-	-	-	-	-		
Tydwellog - N.S. 6	-	-	-	-	-	-	3 2 0		
Twthill - N.S. -	200 0 0	1848	-	-	-	-	-		
" - N.S. -	6 0 0	1852	-	-	-	-	-		
Tyntur - N.S. 5	-	-	3 13 3	80 0 0	-	128 16 8	42 15 0		
Waelawr - N.S. 5	93 0 0	1838	-	-	-	-	9 2 0		
CARDIGANSHIRE.									
Aberaron - N.S. 7	266 0 0	1849	2 16 8	6 5 0	-	-	12 1 0		
Aberbank - N.S. 7	157 0 0	1849	3 8 8	7 10 0	-	62 10 0	14 13 0		
Aberporth - N.S. -	78 10 0	1853	1 6 8	-	-	-	-		
" - N.S. -	8 10 0	1858	-	-	-	-	-		
Bangor Chapel - N.S. 7	139 15 0	1854	1 9 10	53 15 0	-	-	-		
Borth - N.S. -	100 0 0	1842	-	-	-	-	-		
" - B.S. -	8 0 0	1846	-	-	-	-	-		
Cardigan - N.S. 8	-	-	-	23 15 0	-	63 0 0	17 14 0		
Cardigan, St. Mary's - N.S. 7	322 0 0	1849	5 7 7	135 5 0	-	731 5 0	31 0 0		
Henfynyw - N.S. -	13 0 0	1836	-	-	-	-	-		
Lampeter, Pont - N.S. 7	119 5 0	1850	2 3 2	86 0 0	-	46 13 4	16 4 0		
Stephen - N.S. -	83 19 0	1858	-	-	-	-	-		
Llanarth - N.S. -	50 0 0	1837	-	-	-	-	-		
Llanerfelin - Ch. of E. -	174 4 0	1858	-	-	-	-	-		
Llanddowri Aberarth - N.S. 7	40 0 0	1840	-	-	-	-	8 19 0		
Llandygwydd - N.S. 7	-	-	2 13 1	29 2 6	-	155 10 0	19 12 0		
Llandysil - B.S. -	78 0 0	1850	-	-	-	-	-		
Llandysil - N.S. 7	112 10 0	1852	6 1 11	-	-	98 5 10	31 0 0		
" - N.S. -	25 0 0	1853	-	-	-	-	-		
Llangeitho - N.S. -	82 0 0	1847	-	-	-	-	-		
Llangranog - N.S. -	52 10 0	1846	-	-	-	-	-		
" - N.S. -	15 0 0	1847	0 19 0	-	-	-	-		
Llangeodmore - Ch.S. 7	84 10 0	1849	-	30 0 0	-	72 10 0	9 19 0		
" - N.S. -	59 10 0	1849	1 13 4	-	-	-	-		
Llanllwchafrn - N.S. 8	40 0 0	1835	-	-	-	-	1 10 0		
Llanrhystyd - B.S. -	-	-	1 18 9	-	-	-	-		
Llanrhaeadr, Chancery - Ch. of E. 8	-	-	1 0 5	-	-	-	-		

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	Amount.	Date of Payment.						
CARDIGANSHIRE—cont.								
Llwyndafydd - B.S.	153 0 0	1855						
New Quay - B.S. 8	- - -	- - -	4 3 0	23 15 0	- - -	203 0 0	51 10 0	0
Penllwyn - B.S. 8	- - -	- - -	2 6 7	42 12 6	- - -	111 5 0	25 16 0	0
Pen-y-parke - N.S.	224 0 0	1847	3 12 0	127 17 6	- - -	471 5 0	83 11 0	0
" - - - "	12 19 7	1854						
DENBIGHSHIRE.								
Abergele - N.S. 11	*70 0 0	1838	3 2 6	- - -	- - -	189 10 0	- - -	
Berse Drefincourt - N.S. 12	- - -	- - -	- - -	4 0 0	- - -	- - -	0 10 0	0
Bersham - N.S.	76 10 0	1856						
Bettws-yn-Rhos - Ch.S.	- - -	- - -	2 6 7	- - -	- - -	- - -	- - -	
Blaenan Llangernyn B.S. 6	200 0 0	1849	5 11 3	- - -	- - -	12 1 8	14 10 0	0
" - - - "	43 13 6	1858						
Brymbo - N.S. 11	373 0 0	1852	8 8 0	106 0 0	- - -	94 8 4	41 8 0	0
Chirk - B.S. 6	- - -	- - -	3 15 0	6 5 0	- - -	364 8 4	- - -	
Chirk - N.S. 11	100 0 0	1844	6 1 8	- - -	- - -	305 3 4	25 10 0	0
" - - - "	11 0 0	1845						
Colwyn - N.S.	100 0 0	1849	2 10 0	- - -	- - -	- - -	- - -	
Denbigh - N.S. 11	392 0 0	1848	5 2 7	110 0 0	16 13 4	202 15 0	21 12 0	0
" - - - "	10 18 4	1857						
Denbigh - B.S. 8	250 0 0	1844	12 9 5	108 17 6	- - -	630 16 8	23 14 0	0
" - - - "	150 0 0	1846						
" - - - "	12 0 0	1851						
" - - - "	24 0 0	1854						
Eglwysfach - N.S. 11	*75 0 0	1836	1 13 3	- - -	- - -	285 0 0	40 13 0	0
Glyndidwy - B.S.	35 0 0	1843						
Gresford - N.S. 12	*100 0 0	1838	2 19 10	45 16 8	- - -	87 18 4	59 6 0	0
Gwersyllt - N.S. 11	87 0 0	1852	9 4 2	12 10 0	- - -	167 10 0	48 3 0	0
" - - - "	641 2 1	1858						
Henllan - N.S. 12	- - -	- - -	2 1 8	- - -	- - -	- - -	5 10 0	0
Llanarmon Dyffryn Ceiriog - N.S. 12	20 0 0	1844	- - -	- - -	- - -	- - -	1 17 0	0
Llanarmon-in-Yale - N.S. 12	- - -	- - -	2 16 3	56 15 0	- - -	15 0 0	13 17 0	0
Llandyrnog - N.S. 11	*50 0 0	1838	3 9 6	- - -	- - -	300 10 0	34 7 0	0
" - - - "	132 0 0	1855						
" - - - "	50 0 0	1843						
Llaneldiden - N.S.	20 0 0	1846	- - -	- - -	- - -	- - -	- - -	
Llanfair Talhaiarn - N.S. 11	*50 0 0	1836	2 19 5	100 0 0	- - -	150 16 8	17 12 0	0
" - - - "	35 0 0	1850						
Llanferres - N.S. 11	55 0 0	1847	1 17 5	29 1 8	- - -	264 3 4	16 1 0	0
" - - - "	40 0 0	1856						
Llangedwin - N.S. 12	- - -	- - -	- - -	79 15 0	- - -	47 10 0	24 12 0	0
Llangerniew - Par. 12	- - -	- - -	2 6 7	- - -	- - -	- - -	21 7 0	0
Llangollen - N.S. 11	103 0 0	1842	33 4 5	85 5 0	- - -	355 9 2	23 16 0	0
" - - - "	18 0 0	1852						
Llangollen - B.S. 6	275 0 0	1848	3 6 4	96 15 10	- - -	391 15 0	88 0 0	0
" - - - "	8 16 0	1854						
" - - - "	21 13 0	1858						
Llanrhaidr-yng-hghinmeirch - N.S. 11	- - -	- - -	4 3 6	56 5 0	- - -	132 10 0	53 3 0	0
Llanrwest - N.S. 11	296 0 0	1847	9 10 8	148 6 8	- - -	292 16 8	55 9 0	0
" - - - "	17 0 0	1856						
Llanrwest - B.S. 5	227 14 0	1847	5 1 8	57 7 6	- - -	184 5 0	35 9 6	0
Llansaintfrid Glan Conway, or Bryn-rhys - N.S. 11	*50 0 0	1835	7 2 5	72 10 0	- - -	257 10 0	43 0 0	0
" - - - "	463 0 0	1857						
Llansaintfrid Glyn Ceiriog - N.S.	*64 0 0	1839						
Llansannau - N.S.	260 0 0	1858						
Minera - N.S. 11	373 0 0	1852	7 13 8	35 16 8	- - -	213 3 4	86 5 0	0
Rhos-Llanerchrugog - N.S. 11	200 0 0	1844	3 12 2	57 15 0	- - -	167 15 0	101 10 0	0
" - - - "	66 0 0	1846						
" - - - "	79 0 0	1856						
Rhos-y-medre - N.S. 11	- - -	- - -	1 0 0	- - -	- - -	30 0 0	- - -	
Ruabon - N.S. 11	366 0 0	1848	2 13 4	97 6 8	- - -	241 10 0	46 1 0	0
" - - - "	121 0 0	1856						
" - - - "	30 2 9	1856						

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certified Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
DENBIGHSHIRE—cont.								
Ruthin - - - N.S. 11	361 0 0	1849	7 1 4	98 6 8	-	368 16 8	24 8 0	
" - - - " - - - " - - -	47 18 0	1855						
Ruthin - - - B.S. 5	618 0 0	1848	15 17 5	73 15 0	-	851 10 9	60 17 6	
" - - - " - - - " - - -	74 2 9	1856						
Wrexham - - - N.S. 1	123 0 0	1838	3 6 8	-	-	-	6 12 0	
" - - - " - - - " - - -	14 0 0	1841						
" - - - " - - - " - - -	150 0 0	1850						
" - - - " - - - " - - -	10 12 6	1854						
Wrexham, Brook Street - - - B.S. 6	-	-	3 10 10	110 13 4	-	335 5 0	31 15 10	
Wrexham, Chester Street - - - B.S.	150 0 0	1841	2 16 8					
Yspytty - - - N.S. 11	216 0 0	1858	2 1 2	-	-	-	5 11 4	
FLINTSHIRE.								
Asaph, St. - - - N.S. 1	15 0 0	1856	3 3 11	67 10 0	-	131 13 4	23 8 0	
Asaph, St. - - - R.C. 6	-	-	-	27 10 0	-	44 3 4	24 18 2	
Bagillt - - - N.S. 1	150 0 0	1841	6 15 2	-	-	115 0 0	23 0 0	
" - - - " - - - " - - -	30 0 0	1844						
Bistre-in-Mold - - - N.S.	100 0 0	1842						
Broughton - - - N.S. 1	-	-	-	15 0 0	-	-	2 11 0	
Brynford - - - N.S. 2	198 8 6	1853	4 12 5	13 15 0	-	27 10 0	21 6 0	
Buckley, St. Mat- thew's - - - N.S. 1	411 4 0	1849	5 19 6	339 11 8	-	380 10 0	83 17 0	
" - - - " - - - " - - -	222 0 0	1857						
Cilcain - - - N.S. 7	65 0 0	1843	3 2 9	76 10 0	-	-	-	
Flint - - - N.S. 1	20 0 0	1844	6 5 8	73 6 8	-	370 0 0	21 5 0	
" - - - " - - - " - - -	38 0 0	1855						
Gorsedd - - - N.S.	82 17 6	1854						
Gwernafield - - - N.S. 1	100 0 0	1838	4 18 6	31 5 0	-	29 0 0	12 15 0	
" - - - " - - - " - - -	30 0 0	1850						
" - - - " - - - " - - -	300 0 0	1858						
" - - - " - - - " - - -	144 10 0	1858						
Halkyn - - - Ch. of E. 2	-	-	-	16 5 0	-	1 5 0	25 19 0	
Hawarden, St. John's - - - N.S. 4	125 0 0	1838	2 6 8	-	-	-	17 16 0	
Holywell - - - N.S. 1	83 0 0	1855	9 7 6	80 18 4	-	395 15 0	33 3 0	
Holywell - - - P.U. 6	-	-	-	-	-	5 0 0	-	
Holywell, St. Win- fred's - - - R.C. 6	-	-	2 17 9	4 3 4	-	-	6 8 0	
Lixwm - - - B.S. 5	204 0 0	1849	11 11 9	104 16 8	-	323 11 8	74 12 0	
" - - - " - - - " - - -	37 6 8	1856						
Meliden - - - N.S. 1	200 0 0	1843	3 8 4	90 0 0	-	202 0 0	19 5 0	
" - - - " - - - " - - -	55 0 0	1856						
Mold - - - N.S. 1	452 10 0	1850	8 18 3	163 6 8	-	715 8 4	127 7 0	
" - - - " - - - " - - -	18 15 0	1856	14 18 0					
" - - - " - - - " - - -	9 0 0	1857						
Mold - - - B.S. 6	180 0 0	1844	6 17 5	97 5 0	-	740 3 4	39 14 2	
" - - - " - - - " - - -	105 0 0	1856						
Mostyn - - - N.S. 1	250 0 0	1844	5 5 6	-	-	105 0 0	14 5 0	
Northop - - - N.S. 1	-	-	-	15 0 0	-	29 0 0	21 6 0	
Pantassaph - - - R.C. 6	-	-	-	4 3 4	-	-	13 10 0	
Pont-Bleiddyn - - - N.S.	75 0 0	1836						
Redbrook, Village St. - - - N.S.	-	-	-	-	-	20 16 8	-	
Rhuddlan - - - N.S. 1	18 0 0	1856	8 14 4	245 2 6	15 0 0	321 0 0	59 3 4	
Rhyl - - - N.S. 2	51 0 0	1842	11 1 8	26 5 0	-	54 16 8	18 19 0	
" - - - " - - - " - - -	501 0 0	1858						
Talacre - - - R.C. 6	-	-	6 11 8	9 13 4	-	102 10 0	29 10 0	
Threapwood - - - N.S.	-	-	2 0 0					
Trenddyn - - - N.S.	70 0 0	1844						
Wepre, St. Mark's (Northop) - - - N.S. 2	100 0 0	1837	5 13 5					
" - - - " - - - " - - -	50 0 0	1846						
" - - - " - - - " - - -	7 0 0	1855						
Whitford - - - N.S. 1	-	-	5 0 0	123 15 0	-	227 12 6	66 8 0	
Ysceiïog - - - N.S. 1	120 15 0	1852	11 11 4	15 0 0	-	17 10 0	7 15 0	

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assis- tant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- formatory and Industrial Schools.
	Amount.	Date of Payment.						
GLAMORGANSHIRE.								
Aberavon - N.S. 3	172 10 0	1854	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdare, Town - N.S. 2	285 15 0	1851	7 6 8 ⁴	37 10 0	-	32 3 4	20 9 0	
Aberdare - B.S. 10	-	-	6 9 8 ⁴	94 10 0	80 0 0	299 4 2	5 0 0	
Bettws - N.S.	71 0 0	1850	-	10 0 0	-	186 10 0	21 15 6	
Bishopston and Pennard - N.S.	216 0 0	1851	-	-	-	-	-	
Bride, St., Major - N.S. 2	30 0 0	1840	1 15 1	128 15 0	-	309 1 8	65 12 0	
" - N.S.	27 0 0	1845	-	-	-	-	-	
Bridgend - N.S. 2	-	-	11 8 9	47 17 6	-	358 0 0	65 13 6	
Bridgend - Wes. 8	-	-	1 15 4	8 15 0	-	131 18 4	16 12 0	
Briton Ferry - N.S. 3	434 0 0	1858	4 6 0 ⁴	6 5 0	-	2 10 0	-	
Bryneock - N.S.	173 0 0	1858	4 3 4 ⁴	-	-	-	-	
Cadoxton, Merthyr- dovan - N.S.	56 0 0	1847	1 0 0	-	-	-	-	
Cadoxton-juxta-Neath - N.S. 2	152 0 0	1849	5 5 1 ⁴	61 5 0	-	411 6 8	73 6 0	
" - N.S.	201 0 0	1852	-	-	-	-	-	
Canton - " - N.S. 2	270 0 0	1858	1 16 0 ⁴	-	-	-	-	
Cardiff - Wes. 7	-	-	15 19 11 ⁴	256 5 0	-	666 14 2	22 9 0	
Cardiff - R.C. 6	720 0 0	1856	25 1 9	25 13 4	-	81 3 4	30 10 0	
Cardiff, St. John's - N.S. 3	-	-	2 1 8 ⁴	35 5 0	-	2 10 0	17 17 0	
Cardiff, St. Mary's - N.S. 3	340 0 0	1848	9 9 3 ⁴	221 13 4	-	862 0 0	29 6 0	
" - N.S.	36 0 0	1849	-	-	-	-	-	
" - N.S.	20 0 0	1849	-	-	-	-	-	
" - N.S.	40 0 0	1849	-	-	-	-	-	
Cardiff, Ragged & Indust. 7	-	-	-	-	-	-	-	114 5 3 ⁴
Cowbridge - N.S. 3	45 0 0	1839	-	46 15 0	-	37 10 0	21 19 0	
" - N.S.	12 15 0	1855	-	-	-	-	-	
Coychurch - N.S.	20 0 0	1837	-	-	-	-	-	
" - N.S.	27 10 0	1851	-	-	-	-	-	
Crynant - N.S.	228 0 0	1858	5 0 0 ⁴	-	-	-	-	
Cwmnach - N.S. 3	200 0 0	1850	6 18 10 ⁴	22 10 0	-	39 13 4	14 14 0	
Cyfarthfa, Girls S. - 10	-	-	-	-	-	-	-	40 0 0
Cyfarthfa - N.S. 2	46 0 0	1855	7 3 8 ⁴	56 5 0	-	95 0 0	33 10 0	
Cymmer - N.S.	403 0 0	1858	-	-	-	-	-	
Dinas Colliery S. - N.S.	-	-	3 15 0 ⁴	-	-	-	-	
Dowlais Schools - 8	-	-	36 12 11	388 11 8	368 2 6	319 10 0	159 9 0	
" - Night S. - N.S.	-	-	21 0 0	-	-	10 0 0	-	
Dowlais, St. Mary's R.O. 6	-	-	3 19 11	20 3 4	-	-	10 14 0	
Duffryn - N.S.	652 0 0	1857	6 8 9 ⁴	-	-	-	-	
Fagan's, St., Castle, Lady Clive's - N.S. 4	-	-	3 11 2	-	-	-	-	
Fagan's, St., District - N.S.	713 0 0	1858	-	-	-	-	-	
Gellifaelog - B.S. 8	-	-	-	50 15 0	39 11 8	112 10 0	63 18 0	
Gellygaer, Endowed S. - 3	-	-	-	-	-	181 0 0	-	
Giant's Grave - B.S.	96 0 0	1842	1 13 10 ⁴	-	-	-	-	
Glyntaff - N.S. 3	180 0 0	1856	2 10 5 ⁴	11 5 0	-	2 10 0	0 16 0	
Hafod Copper Works S. 8	-	-	-	72 6 8	-	224 10 0	119 16 0	
Hirwain - B.S. 10	-	-	-	11 5 0	-	10 0 0	12 4 0	
" - N.S.	-	-	-	22 5 0	-	-	-	
Kilvey Copper Works S. 7	-	-	-	10 0 0	-	73 0 0	38 2 0	
Llandaff - N.S. 3	29 0 0	1856	3 18 6 ⁴	78 3 4	-	44 3 4	18 6 0	
Llandeilo Talylont, or Pontarddulais - N.S. 3	128 0 0	1846	3 1 8 ⁴	47 10 0	-	37 6 8	33 18 0	
" - N.S.	10 0 0	1851	-	-	-	-	-	
" - N.S.	9 0 0	1856	-	-	-	-	-	
" - N.S.	3 7 6	1856	-	-	-	-	-	
Llafabon - N.S.	288 0 0	1850	-	-	-	-	-	
Llangyfelach - N.S.	3 0 0	1846	-	-	-	-	-	
" - N.S.	45 0 0	1847	-	-	-	-	-	
Llantrisant - N.S. 2	-	-	5 4 6	20 16 8	-	240 18 4	111 0 0	
Llantwit, Major - N.S. 3	-	-	2 19 2	18 15 0	-	41 5 0	21 5 0	
Llanwono - N.S.	298 4 0	1856	-	-	-	-	-	
Lloughor - Par. 2	169 18 0	1854	10 5 1 ⁴	45 0 0	-	273 11 8	73 3 0	
Maesteg Iron Works S. 8	-	-	12 5 0 ⁴	35 16 8	-	419 5 10	95 14 0	13 15 0
Maesteg, Llynvi Iron Works School - 8	-	-	25 5 0 ⁴	162 11 8	-	728 5 0	68 5 0	
Maesteg, or Llangoyndd (Spelter Works) - B.S. 8	-	-	-	-	-	43 15 0	-	

a Drawing augmentation.

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	Amount.	Date of Payment.						
GLAMORGANSHIRE—cont.								
Merthyr Tydvil.								
St. David's - N.S. 2	300 0 0	1849	8 18 31	167 0 10	-	436 2 6	15 19 0	
" " - " "	108 15 2	1852						
" " - " "	25 0 0	1858						
Morrison - B.S. 8	*150 0 0	1837						
Mumbles - B.S. 8	*30 0 0	1839	3 15 91	59 2 6	-	195 0 0	48 16 0	
Nantgarw - N.S. 8	75 0 0	1844						
Neath, Alderman Davies' Charity - N.S. 2	1,150 0 0	1858	15 13 21		-	3 10 0		
Neath Abbey - B.S. 7	-	-		10 0 0	-	8 15 0	29 7 0	
Neath School Society's - B.S. 8	635 0 0	1858	7 11 71	6 0 0	-	29 0 0		
Newton Nottage - N.S. 2	96 0 0	1848	2 17 71	45 0 0	-	188 6 8	8 7 0	
Nicholas, St. - N.S. 2	-	-	3 7 21	71 5 0	-	54 11 8	26 10 0	
Penclawdd - N.S. 3	58 0 0	1843	-	-	-	-	6 4 0	
Penmark - N.S. 3	70 0 0	1847	-	-	-	-	-	
Pentyrch - N.S. 3	*32 0 0	1836	-	-	-	-	-	
Pen-y-darran Iron Company's S. - N.S. 3	-	-	1 14 5		-			
Pontardawe - N.S. 3	432 0 0	1857	3 9 31	17 10 0	-	2 10 0	4 12 0	
Pontypridd - Wes. 10	-	-	4 3 4	27 15 0	-	-	5 13 0	
" " - " "	-	-		a2 0 0	-	-	-	
Pyle, Bryndd Col- liery School - N.S. 2	-	-	10 11 81	131 13 4	-	119 6 8	94 17 0	
Resolven, Village Ch. S. - N.S. 2	25 0 0	1843	1 13 4					
Ruddry - N.S. 3	15 0 0	1844						
Sketty, St. Paul's - N.S. 3	-	-	5 0 101	44 5 0	-	2 10 0	12 6 0	
Sketty, Infants - B.S. 7	-	-		-	-	29 10 0		
Skewon - N.S. 3	-	-	2 13 4					
Swansea - Ch. of E. 2	1,143 0 0	1848	39 6 9	315 16 8	25 0 0	1,243 11 8	133 10 0	
" " - " "	5 12 0	1840	619 7 10					
" " - " "	6 4 0	1850						
Swansea, Boys, Goat Street - B.S. 7	203 8 0	1854	8 6 9	132 14 2	10 0 0	1,292 7 6	55 8 0	
" " - " "	-	-		640 0 0				
Swansea, Girls, Queen Street - B.S. 6	170 13 4	1858	9 10 51					
Swansea, St. David's R.C. - N.S. 2	363 12 0	1858	3 0 01	4 3 4	-	12 1 8		
Swansea, St. Peter's N.S. 2	-	-						
Swansea, Upper - N.S. 2	-	-		16 10 0				
Tondu Iron Works S. - N.S. 8	-	-		15 16 8	-	63 0 0	31 2 0	
Tydvil Well - B.S. 10	-	-	3 13 31		-	34 0 0	32 0 0	
Wick - N.S. 3	20 0 0	1848	1 0 01					
Ystalyfera - N.S. 3	-	-	11 7 101	85 3 4	50 0 0	166 3 4	106 15 0	
MERIONETHSHIRE.								
Aberdovey S. - B.S. 6	511 4 0	1856	2 14 101	9 12 6	-	29 0 0	27 9 0	
Bala - N.S. 8	100 0 0	1842	5 0 01	23 0 0	-	102 0 0	27 15 0	
Barmouth - N.S. 8	7 16 0	1849		96 17 6	-	125 0 0	65 16 0	
" " - " "	10 0 0	1854						
Bryncrug - B.S. 6	90 0 0	1844	3 6 71	16 10 0	-	29 0 0		
" " - " "	18 0 0	1846						
Corwen - B.S. 6	404 0 0	1857	4 0 01		-	59 10 0		
Dolgelly - B.S. 9	-	-	5 11 11	36 5 0	-	256 2 6	52 13 0	
Dolgelly - N.S. 8	277 0 0	1847	1 18 111	136 5 0	30 0 0	248 10 0	58 16 0	
Dyffryn - B.S. 6	-	-	6 15 81	25 16 8	-	353 14 2	21 18 2	
Festiniog - B.S. 6	-	-	7 11 101	31 10 0	-	221 5 0	54 19 0	
Festiniog, Slate Quarries - B.S. 6	125 0 0	1850	7 6 21	38 10 0	-	384 18 9	63 9 0	
" " - " "	37 0 0	1857						
Festiniog and Maen- twrog - N.S. 8	38 17 3	1855	2 13 4	67 6 8	-	74 0 0	40 7 0	
Glanrafon - B.S. 8	80 0 0	1849						
Llandrillo - B.S. 8	130 0 0	1849	1 2 81					
" " - " "	27 13 4	1858						
Llanenddwyn - N.S. 8	*45 0 0	1836						
Llanfawr - N.S. 8	*50 0 0	1836						

a Drawing augmentation.

b Scientific apparatus.

c Retiring pension.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Furniture.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on ac- count of As- sist- ant Teach- ers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Re- form- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
MERIONETHSHIRE—cont.								
Llanfrothen - N.S. 8	243 0 0	1858	£ s. d. 1 15 10	£ s. d. 15 0 0	£ s. d. - -	£ s. d. 12 10 0	£ s. d. 8 13 0	
Llangelynn Arthog N.S.	40 0 0	1844	1 0 0					
	10 0 0	1845						
Penrhyn-Iden-Draeth B.S. 6	309 0 0	1855	2 0 6	-	-	241 8 4	57 16 4	
Talybont - B.S.	73 0 0	1841						
Towyu and Pennal B.S. 6	90 0 0	1840	2 13 1	124 18 4	-	189 8 4	22 17 6	
Trawsfynydd - N.S. 8	25 0 0	1844	4 0 5	90 4 2	-	272 11 8	89 16 0	
" - "	45 0 0	1852						
MONTGOMERYSHIRE.								
Berriew, Endowed N.S. 10	-	-	2 10 8	144 0 0	-	311 7 6	67 11 8	
Buttington - N.S.	*33 0 0	1838						
Bwlch-y-Ciban - N.S.	122 8 0	1855						
Carno - B.S.	36 0 0	1852						
Castle Cae'rinion - N.S. 10	-	-	1 18 2	51 5 0	-	15 0 0	6 10 0	
Cemmes - B.S. 8	17 18 0	1850	-	53 15 0	-	75 0 0	63 1 0	
Churchstoke - N.S. 10	150 0 0	1848	-	115 2 6	-	151 15 0	37 0 0	
	45 5 8	1854						
Darowen - N.S.	60 0 0	1841	0 16 0					
Forden - N.S. 10	105 0 0	1849	-	-	-	-	5 4 0	
Garthbeibio - N.S. 10	-	-	-	-	-	-	2 17 0	
Llanbrynmair - N.S.	150 0 0	1857						
Llandysilio - N.S.	*30 0 0	1835						
Llanfair Cae'rinion N.S. 10	100 0 0	1852	1 7 6	26 10 0	-	15 0 0	9 0 0	
Llanfair Cae'rinion B.S.	183 0 0	1850	2 12 5					
Llanfyllin - N.S. 10	70 0 0	1843	5 5 10	43 10 0	-	383 10 0	37 1 0	
Llanfyllin - B.S. 7	219 0 0	1854	4 0 0	28 11 8	-	-	9 15 0	
Llandidloes - N.S. 10	240 0 0	1845	4 5 10	144 5 0	-	730 10 0	38 3 0	
" - "	13 0 0	1850						
" - "	34 5 0	1852						
Llanllwchaearn - N.S. 10	-	-	-	-	-	-	3 4 0	
Llanwnog - N.S. 10	72 0 0	1853	4 13 4	61 5 0	-	31 5 0	10 3 0	
Llanwyddelan - N.S. 10	87 4 0	1856	-	-	-	-	0 16 0	
Machynlleth - N.S. 10	39 9 0	1849	4 6 6	115 10 0	-	461 11 8	27 10 0	
" - "	16 0 0	1854						
Montgomery, Church Schoolmasters' Asso- ciation -	-	-	3 0 0					
Newtown - N.S. 10	300 0 0	1847	-	140 11 8	-	412 15 0	51 5 0	
" - "	4 18 0	1840						
" - "	84 8 0	1854						
Newtown - B.S. 8	210 0 0	1847	8 10 6	32 10 0	-	349 18 4	48 2 0	
" - "	60 0 0	1856						
Welshpool, B. & G. N.S. 10	100 0 0	1855	-	256 12 6	-	1,069 17 11	78 2 0	
Welshpool, Infants N.S. 10	115 0 0	1851	-	8 5 0				
Welshpool, The Belan - N.S.	60 0 0	1842	6 12 2					
PEMBROKESHIRE.								
Burton - N.S. 6	-	-	1 19 9	6 5 0	-	32 10 0	6 1 0	
Brawdy - N.S. 6	-	-	2 2 3	-	-	-	6 5 0	
Cilgerran - N.S. 6	90 0 0	1844	6 1 5	30 10 0	14 11 8	352 10 0	23 17 0	
Coshston - N.S. 7	-	-	-	7 10 0	-	-	4 18 0	
Fishguard - N.S. 6	219 0 0	1850	13 5 0	54 11 8	-	595 15 10	80 13 0	
Havefordwest - N.S. 6	829 13 11	1850	2 17 9	183 5 0	-	911 16 8	19 14 0	
Havefordwest - B.S.	*25 0 0	1838						
Hubberstone - N.S.	284 0 0	1856						
Jeffreston - N.S.	42 0 0	1844	4 0 1					
Johnstone - N.S.	*17 0 0	1837						
Lampeter Velfry (Taverusipite) - N.S. 10	84 0 0	1844	2 10 11	31 5 0	-	98 6 8	5 14 0	
" - "	60 0 0	1845						
" - "	27 0 0	1846						
Lletterston - N.S. 6	81 0 0	1853	3 6 8	37 5 0	-	33 15 0	17 8 0	
Llandeloy - N.S. 6	227 0 0	1850	4 9 7	-	-	52 10 0	3 10 0	
" - "	100 0 0	1851						
Llandewi Velfry - N.S. 7	-	-	1 0 8	-	-	-	8 15 0	

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certific- ated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
PEMBROKESHIRE—cont.								
Llanbrian - - - N.S.	116 13 4	1853	3 17 4					
Liawhaden - - - N.S.	37 10 0	1847	3 14 4					
Manor Divy - - - N.S.	*42 0 0	1835						
Martletwy - - - N.S.	129 10 0	1851	1 17 3					
Milford Haven, Endowed School - - - - - 6	- - - -	- - - -	1 3 6	51 5 0	- - -	320 14 2	69 12 0	
Narberth - - - N.S.	6	- - - -	5 6 9	45 0 0	- - -	124 10 0	40 4 0	
Narberth - - - B.S.	*40 0 0	1839	- - -	- - -	- - -	19 3 4	- - -	
Pembroke - - - N.S.	6	- - - -	- - -	12 10 0	- - -	32 18 4	12 19 0	
Pembroke Dock - - N.S.	6	- - - -	20 11 4	21 0 0	44 11 8	1,913 10 0	76 7 0	
" " " " " "	200 0 0	1844	- - -	- - -	- - -	- - -	- - -	
" " " " " "	200 0 0	1848	- - -	- - -	- - -	- - -	- - -	
" " " " " "	12 0 0	1855	- - -	- - -	- - -	- - -	- - -	
Pembroke Dock - - B.S.	8	- - - -	32 8 6	115 9 2	- - -	1,231 11 8	108 7 0	
" " " " " "	31 0 0	1855	- - -	- - -	- - -	- - -	- - -	
Puncheston - - - N.S.	7	- - - -	1 17 5	- - -	- - -	- - -	22 3 0	
Reynalton - - - B.S.	*30 0 0	1836	- - -	- - -	- - -	- - -	- - -	
Rhydyberth - - - N.S.	6	- - - -	8 11 4	21 5 0	- - -	713 14 2	35 0 0	
" " " " " "	6 0 0	1855	- - -	- - -	- - -	- - -	- - -	
Roch - - - N.S.	86 15 0	1855	- - -	- - -	- - -	- - -	- - -	
Rudbaxton - - - N.S.	6	- - - -	- - -	23 7 6	- - -	115 16 8	17 4 0	
Solva - - - N.S.	*75 0 0	1838	- - -	30 0 0	- - -	- - -	- - -	
Spittal - - - N.S.	7	- - - -	1 13 4	- - -	- - -	13 15 0	10 11 0	
Stackpole - - - N.S.	6	- - - -	- - -	- - -	- - -	262 6 8	28 6 0	
Templeton - - - B.S.	*25 0 0	1836	- - -	- - -	- - -	- - -	- - -	
Tenby, B. & G. - - N.S.	6	- - - -	8 6 9	142 10 0	- - -	504 15 0	28 13 0	
" " " " " "	60 0 0	1845	- - -	- - -	- - -	- - -	- - -	
" " " " " "	20 0 0	1846	- - -	- - -	- - -	- - -	- - -	
Tenby, Infant School - - 6	- - - -	- - - -	7 3 3	26 3 4	- - -	288 11 8	11 17 0	
Tenby, New Hedges, Ch. of E. - - - - 6	110 0 0	1853	2 4 6	37 10 0	- - -	95 16 8	8 4 0	
Uzmaston-cum-Boulston, " " " " " " - - 6	147 0 0	1848	3 12 0	143 10 0	- - -	507 9 2	24 10 0	
" " " " " " - - -	20 0 0	1848	- - -	- - -	- - -	- - -	- - -	
Walton, West, and Talenny - - - N.S.	109 10 0	1851	3 6 4	- - -	- - -	- - -	- - -	
Warren, Agricultural School - - - - - 6	- - - -	- - - -	4 7 8	36 5 0	- - -	291 1 8	2 6 0	
Wolfscastle - - - B.S.	*175 0 0	1836	- - -	- - -	- - -	- - -	- - -	
Zion Hill - - - B.S.	8	- - - -	1 15 11	- - -	- - -	- - -	60 7 0	
RADNORSHIRE.								
Boughrood - - - N.S.	74 0 0	1851	2 4 8	- - -	- - -	- - -	- - -	
Heyop - - - Par. 8	- - - -	- - - -	1 5 5	41 15 0	- - -	- - -	- - -	
Knighton - - - N.S.	11	- - - -	4 1 4	- - -	- - -	175 8 4	15 17 0	
Llanbadarnfawr - - N.S.	202 0 0	1853	- - -	- - -	- - -	- - -	- - -	
Nantmel - - - N.S.	156 0 0	1856	- - -	- - -	- - -	- - -	- - -	
Radnor, New - - - N.S.	8	- - - -	1 6 8	8 15 0	- - -	- - -	- - -	
Radnor, Old - - - N.S.	220 0 0	1850	- - -	- - -	- - -	- - -	- - -	

SCOTLAND.

NOTE.—G.A., denotes that the school is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., the *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional School*; and Par., a *Parochial School*.

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	Amount.	Date of Payment.					
ABERDEENSHIRE.							
Aberdeen, Bon Accord - F.C. 10	*250 0 0	1838	£ 7 0 4½	£ 243 15 0	-	£ 502 10 0	
Aberdeen, Boys' School of Industry	-	-	2 4 2	-	-	-	
Aberdeen, Dr. Bell's - B.S. 10	-	-	10 6 11½	48 7 6	44 15 10	143 10 0	
Aberdeen, East Parish - F.C. 9	-	-	2 0 1½	-	-	359 1 8	
Aberdeen, East Parish - Sess. 10	*400 0 0	1840	34 5 2½	150 8 4	25 0 0	1,618 2 6	
Aberdeen, East Parish - "	54 0 0	1858	29 8 0	-	-	-	
Aberdeen Female Orphan Asylum	-	-	-	2 10 0	-	-	
Aberdeen, Guestrow Reform. 10	-	-	-	-	-	-	165 19 8½
Aberdeen, North Parish Sess. 8	*300 0 0	1840	17 10 0½	130 0 0	-	530 0 0	
Aberdeen, North Parish - F.C. 10	-	-	4 1 2½	70 2 6	-	423 16 8	
Aberdeen, South Parish, Trinity - Sess. 8	*220 0 0	1837	8 3 8	85 18 4	-	269 3 4	
Aberdeen, South Parish - F.C. 10	-	-	-	120 0 0	105 16 8	884 5 10	
Aberdeen, West Parish - Sess. 10	266 0 0	1850	18 6 4½	217 16 8	-	553 15 0	
Aberdeen, Educational Society's - G.A.	165 0 0	1841	-	-	-	-	
Aberdeen, Grey Friars - F.C.	500 0 0	1841	-	-	-	-	
Aberdeen (John Knox's) Sess. 10	*95 8 0	1836	-	22 10 0	-	724 11 8	
Aberdeen (John Knox's) F.C. 9	-	-	14 1 3	177 10 10	-	602 10 0	
Aberdeen (Mounthoolley) Par.	*100 0 0	1835	-	-	-	-	
Aberdeen, St. Andrew's Epis. 6	-	-	-	79 10 0	-	51 13 4	
Aberdeen, St. Andrew's Night S.	-	-	-	-	-	10 0 0	
Aberdeen, St. John's - Epis. 6	-	-	-	19 3 4	-	59 8 4	
Aberdeen, St. Peter's - R.C. 6	-	-	10 0 0	5 0 0	-	255 18 4	
Aberdeen, Shaw's Court, Female Industrial -	7	-	-	29 3 4	-	145 5 0	
Aberdeen, (Sugar House Lane) Industrial -	10	204 0 0	1852	3 0 10½	-	-	188 16 1½
Aberdeen, Trades School -	10	-	-	70 0 0	-	90 5 0	
Aberdeen, Union Parish - F.C.	295 0 0	1841	-	-	-	-	
Aberdour - F.C. 11	105 0 0	1850	5 19 0	27 10 0	-	31 13 4	
Aboyne - Par. 7	-	-	-	-	-	30 8 4	
Alford - G.A. 7	-	-	-	-	-	100 0 0	
Ballogie, Female School -	10	-	1 13 4½	12 10 0	-	18 15 0	
Banchory Davenick - F.C. 9	-	-	3 0 0	141 3 4	-	96 13 4	
Banks (Insch) - F.C. 11	-	-	2 3 11	22 10 8	-	17 18 4	
Belhelvie - Par. 11	-	-	-	-	-	177 10 0	
Birse - Par. 7	-	-	2 1 8½	-	-	81 5 0	
Braemar, Inverey - R.C. 7	-	-	1 0 9	-	-	-	
Braemar, Achendryne - R.C.	-	-	1 5 9	-	-	-	
Bridge of Don - G.A. 8	-	-	-	10 0 0	-	-	
Burnhaven - G.A. 10	127 10 8	1837	3 0 0½	56 4 2	-	191 6 8	
Castleton of Braemar - Soc. 10	-	-	-	12 10 0	-	-	
Cruden (The Erroll) - Epis. 6	*90 0 0	1838	2 12 7½	133 17 6	-	127 18 4	
Cruden - F.C. 9	57 0 0	1850	2 18 0	75 5 0	-	99 3 4	
Cullerley District School -	10	-	-	60 5 0	-	-	
Cuminstown - Epis.	-	-	2 9 4	-	-	-	
Daviot - Par.	-	-	1 6 4	-	-	-	
Deer, Old - F.C. 10	109 11 5	1848	2 18 0	146 0 0	-	55 0 0	
Echt Female School -	8	-	1 11 8½	16 3 4	-	20 8 4	
Ellon - F.C. 10	162 0 0	1849	1 0 3	144 10 0	-	-	
Ellon - Par. 10	-	-	9 12 7½	35 10 0	-	101 5 0	
Ellon - Epis.	-	-	0 15 10½	-	-	-	
Forgue - Epis. 10	-	-	1 6 8	-	-	-	
Forgue - Par. 10	-	-	-	-	-	18 15 0	
Forgue Side - G.A. 10	117 0 0	1849	1 3 1½	88 0 0	-	20 8 4	
Fraserburgh, St. Peter's Epis. 6	-	-	-	111 17 6	-	113 0 0	

α Scientific apparatus.

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	Amount.	Date of Payment.					
ABERDEENSHIRE—cont.							
Fraserburgh - F.C.	492 0 0	1858	3 16 10				
Fyvie - Par.	8		2 3 8	56 13 4			
Fyvie, All Saints' - Epis.	6			70 10 0			
Fyvie, Female - Ch. of S.	7			14 3 4		21 5 0	
Gariochsford - F.C.			3 15 1				
Gilcomston - F.C.	9		2 17 11	93 15 0		55 0 0	
Glenfoudland - G.A.	10			92 7 6			
Huntly Congl. - F.C.	9		10 14 9½	109 0 0		310 13 4	
Huntly - Par.	8					297 3 4	
Huntly, Second School -	8			27 10 0			
Huntly - R.C.			1 0 2				
Huntly Gordon Industrial F.C.	9			80 0 0		181 16 6	
Insch - F.C.	10		3 4 0½	60 13 4		64 5 0	
Insch - Par.	73 0 0	1858	1 14 2½				
Inverury - F.C.	120 0 0	1851					
Inverury, St. Mary's - Epis.	6			38 15 0		71 5 0	
Kincairdine O'Neill - F.C.	10		1 4 0½	130 10 0			
Kincairdine O'Neill - Par.	10			31 5 0			
King Edward - Par.			2 6 8				
Kintore - F.C.	10	75 0 0	5 11 7½	70 10 0		99 15 10	
Kintore - Par.			3 2 6				
Leslie - Par.	10		3 9 5½			18 15 0	
Leylodge - G.A.	10	210 0 0	2 0 0½	18 15 0			
Longhill - G.A.	10			83 15 0			
Lyne of Skene - F.C.	1		1 5 4				
Meiklefolla - Epis.	6		2 13 10	22 10 0		15 0 0	
Meldrum, Old - F.C.	11	123 0 0		20 0 0			
Methlick, Girls' School -	8			10 16 8			
Migvie - G.A.	10			78 5 0			
Mindurno School -			2 0 0				
Newhills - F.C.	11					7 5 0	
Peterculter - Par.	8			32 10 0			
Peterhead - F.C.	10	219 15 0	3 10 4½	157 3 4		305 10 0	
Peterhead, Academy - F.C.		1850					
Peterhead, East Parish - G.A.		1840					
Peterhead Union Industrial S. -		1840					
Peterhead, St. Peter's - Epis.	6	120 0 0	2 0 11½	69 13 4			
Pitligo - Par.			1 13 4½				
Pitligo, New - Par.	7		3 9 6½			23 0 0	
Pitligo, New, St. John's - Epis.	6	762 12 0	18 16 6½	78 5 0		323 13 4	
Pitligo, New, Female School -	10		2 0 0			34 18 4	
Port Elphinstone, Sub. - F.C.	10	95 0 0	6 19 9	165 2 6		460 5 0	
" " " -		8 10 0					
Rathin - G.A.		108 0 0					
Rayne, Old, Female - G.A.	10			66 15 0		58 15 0	
Savooh - G.A.		113 0 0					
Skene - F.C.	10	130 16 0	11 8 1½	103 13 4		146 6 0	
Strachur, The Pole - Ch. of S.		200 0 0					
Strichen - Par.	7		1 14 0			274 0 0	
Strichen, Female - G.A.	10		1 17 11	61 0 0		36 5 0	
Tarvas - Par.			3 2 6½				
Tillymorgan - Epis.	6			43 15 0		52 10 0	
Tullynessle - Ch. of S.		148 0 0					
Udny - F.C.	11	81 0 0		35 0 0			
Waterton of Echt - Par.	10		2 10 1	11 5 0		16 5 0	
Whitestripes - G.A.	8			105 0 0			
Woodside - F.C.	10	150 0 0	9 14 8½	99 0 0		290 15 0	
" " " -		14 0 0	29 13 4				
ARGYLLSHIRE.							
Ardishaig - F.C.	4		3 6 8½	92 2 6		50 8 4	
Ardishaig - G.A.	2			28 6 8			
Ardishaig - Epis.	9		1 17 6½	41 5 0		26 5 0	
Ballachulish, St. John's - Epis.	9		5 8 4	29 10 0		121 3 4	
Barcaldine - G.A.	8			100 0 0		100 0 0	
Bowmore - Par.	7		2 7 5½	100 0 0		203 3 4	
Bridgend - Par.	7			45 0 0			

a Scientific apparatus.

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	Amount.	Date of Payment.					
ARGYLLSHIRE—cont.							
Campbeltown, Burgh and Parochial	7	-	1 7 5	-	-	314 0 0	
Campbeltown - - - - - Epis.	9	-	1 13 5	-	-	48 3 4	
Campbeltown - - - - - F.C.	4	-	-	235 2 6	-	515 15 0	
Campbeltown Reformatory -	7	-	-	-	-	-	87 10 0 ^a
Campbeltown, United Female School of Industry	4	-	-	39 0 0	-	54 10 0	
Caolis - - - - - F.C.	-	-	1 17 1	-	-	-	-
Corpach - - - - - G.A.	8	-	-	-	-	233 10 0	
Dalintober (Miss Camp- bell's), Charity	7	-	7 4 3 ¹	59 6 8	-	319 15 0	
Dervaig Female Industrial (Island of Mull)	-	120 0 0 77 0 0	1847 1849	-	-	-	-
Dunoon - - - - - Par.	8	-	-	36 6 8	-	56 13 4	
Dunoon - - - - - F.C.	4	-	3 16 8 ¹	23 0 0	-	159 10 0	
Dunoon, Kilm - - - - - Sess.	1	-	-	12 0 0	-	-	-
Foreland - - - - - F.C.	-	-	2 0 8	131 10 0	-	157 18 4	
Glencoe - - - - - F.C.	6	-	2 6 3	64 7 6	-	80 0 0	
Hynish - - - - - F.C.	-	-	5 0 0 ¹	-	-	-	-
Inverary - - - - - F.C.	4	-	1 10 6 ¹	58 10 0	-	69 0 0	
Inverary Burgh - - - - - Par.	8	-	3 11 0	88 1 8	-	81 13 4	
Kenlock - - - - - G.A.	-	*75 0 0	1839	-	-	-	-
Killean - - - - - F.C.	4	-	-	76 5 0	-	98 6 8	
Kilmodan - - - - - F.C.	5	-	-	41 2 6	-	-	-
Kintrow - - - - - G.A.	2	-	-	55 0 0	-	-	-
Knapdale, North (Bellan- noch) - - - - - Par.	7	-	5 0 0	115 15 10	-	64 3 4	
Lochalin - - - - - G.A.	8	100 0 0	1850	92 2 6	-	-	-
Lochdonhead - - - - - G.A.	-	82 0 0	1848	-	-	-	-
Lochend - - - - - F.C.	4	-	-	71 5 0	-	195 0 0	
Lochgilphead - - - - - F.C.	4	-	5 16 8 ¹	103 10 0	-	412 0 0	
Lochgilphead - - - - - Epis.	9	-	3 16 0	36 0 0	-	212 15 0	
Lochgilphead - - - - - Par.	7	251 0 0	1856	4 11 8 ¹	10 0 0	-	-
Oatfield - - - - - G.A.	7	-	-	126 0 0	-	160 0 0	
Ormsary - - - - - G.A.	2	-	-	22 0 0	-	-	-
Peninver - - - - - G.A.	7	-	-	30 0 0	-	-	-
Pollallock, Industrial	9	-	-	-	-	34 15 10	
Port Charlotte - - - - - G.A.	7	-	-	120 0 0	-	102 1 8	
Portnahaven - - - - - F.C.	4	73 15 0	1853	5 3 3	92 2 6	163 5 0	
Portnahaven, Parliamentary S.	8	-	-	2 10 0 ¹	-	94 11 8	
Salen, Female Industrial	8	-	-	39 0 0	-	-	-
Southend - - - - - Par.	7	-	2 15 7 ¹	-	-	416 0 0	
Tarbert - - - - - G.A.	7	-	-	118 15 0	-	243 19 2	
Tobermory, Irls, Industrial	-	133 0 0	1849	-	-	-	-
Tobermory - - - - - F.C.	5	-	-	50 15 0	-	15 0 0	
AYRSHIRE.							
Alloway - - - - - G.A.	-	140 0 0	1848	-	-	-	-
Ardrossan - - - - - Par.	4	-	-	6 19 5 ¹	161 5 0	50 0 0	337 11 8
- - - - - Public Sess.	4	*150 0 0	1838	15 10 0 ^a	77 11 8	84 11 8	99 15 0
Ardrossan, Female Indust. Sch.	4	108 0 0	1850	6 17 6	-	-	-
Ayr - - - - - Epis.	12	-	-	13 18 0 ^a	77 6 8	-	305 5 0
Ayr - - - - - G.A.	-	200 0 0	1843	4 15 0 ¹	72 17 6	-	274 18 4
Ayr, Fish Cross District F.C.	4	-	-	2 8 7	-	-	-
Ayr, Industrial Ragged School	4	158 15 0	1853	3 5 0	17 10 0	-	-
Ayr - - - - - R.C.	-	-	-	-	-	-	162 2 4 ^a
Ballantrae - - - - - Par.	5	-	-	3 0 0	-	-	-
Ballantrae, Glennap, End.	-	-	-	3 13 11	100 10 0	-	291 6 8
Barrhill - - - - - F.C.	4	80 0 0	1851	4 15 0	110 13 0	-	-
Beith - - - - - Par.	3	169 0 0	1840	63 15 0	-	100 0 0	-
Beith - - - - - F.C.	4	132 0 0	1849	2 12 2	-	616 7 6	
Beith, Female, Indust.	-	-	-	3 6 8	63 12 6	-	-
Blair Ironworks - - - - - G.A.	4	-	-	2 14 10	54 6 8	-	261 13 4
Blair Main - - - - - Par.	4	-	-	-	58 15 0	-	104 13 4
Catrine - - - - - F.C.	-	-	-	-	77 14 2	-	353 10 0
Colmonell, Female Industrial	5	-	-	3 0 0	-	-	-
- - - - - F.C.	-	-	-	5 0 0	-	-	-

^a Scientific apparatus.

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	Amount.	Date of Payment.					
AYRSHIRE—cont.							
Crosshills - - - - - G.A. 5	-	-	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Crosshouse - - - - - G.A. 5	150 0 0	1849	10 5 4½	107 1 8	-	207 13 4	-
Cumnock, New - - - - - F.C. 4	-	-	4 10 0	79 15 0	-	-	-
" - - - - - F.C. 4	-	-	9 3 4½	145 2 6	-	283 15 0	-
Cumnock, Old - - - - - F.C. 4	-	-	10 8 2½	-	-	-	-
Daily - - - - - Par. 2	-	-	10 2 11½	145 2 6	-	378 10 0	-
Dalry - - - - - G.A. 4	-	-	-	44 18 4	-	-	-
Dalry, Female Indust. - - - - - G.A. 4	-	-	-	44 5 0	40 8 4	348 5 0	-
Dalry - - - - - F.C. 4	66 10 0	1852	3 4 8½	42 3 4	-	393 15 0	-
Dalry, Kersland Barony - - - - - G.A. 4	138 0 0	1848	12 9 2½	27 10 0	-	76 0 0	-
Darvel - - - - - F.C. 4	-	-	3 4 0	-	-	504 15 0	-
Darvel (Lord Hasting's) Sch. - - - - - G.A. 8	-	-	4 1 4½	-	-	-	-
Dreghorn (Cross Roads) - - - - - G.A. 8	-	-	-	54 0 0	-	-	-
Drybridge, Subscription Sch. - - - - - G.A. 5	205 0 0	1857	-	23 15 0	-	15 0 0	-
Dundonald, Old Rome - - - - - F.C. 4	-	-	-	11 5 0	-	24 10 0	-
Felinton, Ironworks School - - - - - G.A. 4	637 0 0	1858	8 4 3½	48 6 8	35 0 0	15 0 0	-
Fisherton - - - - - G.A. 4	47 10 0	1844	-	-	-	-	-
" - - - - - F.C. 4	29 0 0	1848	-	-	-	-	-
Fullarton - - - - - F.C. 4	100 0 0	1849	10 13 3½	103 10 0	18 15 0	388 0 0	-
" - - - - - F.C. 4	23 13 4	1853	-	-	-	-	-
Fullarton - - - - - G.A. 4	-	-	3 15 0½	136 10 0	-	413 5 4	-
Galston - - - - - Par. 5	-	-	18 1 10½	123 0 0	17 10 0	356 3 4	-
Gateside (Beith) - - - - - Par. 7	-	-	3 15 0½	11 5 0	-	-	-
Girvan - - - - - F.C. 4	-	-	-	80 0 0	-	75 0 0	-
Girvan - - - - - Par. 5	-	-	-	-	-	433 0 0	-
Hurlford and Portland Iron- works School - - - - - 7	497 3 6	1857	10 6 3	21 13 4	-	-	-
Kilbirnie - - - - - F.C. 4	203 0 0	1849	-	53 10 0	-	52 10 0	-
Kilbride, West - - - - - Par. 5	-	-	2 9 9½	22 3 4	-	12 10 0	-
Kilbride, West - - - - - F.C. 4	-	-	2 4 8½	98 5 0	-	106 0 0	-
Kilbride, West, Female In- dustrial School - - - - - 5	-	-	2 10 0	14 3 4	-	14 3 4	-
Kilgrammie - - - - - Par. 5	-	-	2 1 3	-	-	-	-
Kilkerran (Hill Side) School - - - - - 5	-	-	-	12 10 0	-	-	-
Kilmarnock Academy - - - - - 5	-	-	11 6 2½	64 10 0	-	307 10 0	-
Kilmarnock Industrial - - - - - F.C. 4	-	-	7 10 1	66 13 4	-	226 5 0	-
Kilmarnock - - - - - Epis. 12	-	-	-	8 19 2	-	10 0 0	-
Kilmarnock Reformatory Indust. School - - - - - 5	-	-	-	-	-	-	164 13 0½
Kilmarnock, Town Head District - - - - - F.C. 4	140 13 4	1853	15 13 8½	90 0 0	80 0 0	331 0 0	-
Kilmaurs - - - - - Par. 5	-	-	-	48 7 6	-	-	-
Kilmaurs, Female, Burgh School - - - - - 5	-	-	-	8 6 8	-	15 0 0	-
Kilwinning - - - - - Par. 4	-	-	13 15 0½	82 10 0	131 9 2	209 13 4	-
Largs - - - - - F.C. 4	-	-	5 4 2	145 8 4	-	378 15 0	-
Largs, Brisbane Endowed Sch. - - - - - F.C. 4	-	-	4 16 0½	213 8 4	-	386 9 4	-
Largs, Female Industrial, F.C. 4	-	-	-	15 0 0	-	42 0 0	-
Largs, Female Sch. of Industry - - - - - F.C. 4	103 2 6	1852	2 19 1	75 10 0	-	190 8 4	-
Londoun - - - - - Par. 4	-	-	4 8 0	-	-	-	-
Monkton - - - - - F.C. 4	-	-	3 15 0	-	-	197 10 0	-
Muirkirk Ironworks School - - - - - 5	-	-	12 10 0	21 13 4	35 8 4	-	-
Muirkirk - - - - - Par. 5	-	-	-	34 10 0	-	15 0 0	-
Newmilns - - - - - F.C. 4	201 0 0	1855	5 0 0	47 0 0	-	29 0 0	-
Newton-on-Ayr - - - - - F.C. 4	180 0 0	1849	7 4 11	-	-	700 14 2	-
Newton-on-Ayr, Missionary F.C. 4	-	-	8 16 6½	164 16 8	80 0 0	353 10 0	-
Ochiltree - - - - - F.C. 4	100 0 0	1849	3 17 8	-	-	-	-
Perceton - - - - - F.C. 4	-	-	4 8 2½	90 0 0	-	278 7 6	-
Pinwherry - - - - - G.A. 5	190 13 8	1857	1 14 2½	27 0 0	-	194 5 0	-
Prestrich, Burgh School - - - - - 2	-	-	1 3 4	33 15 0	-	-	-
Saltcoats - - - - - F.C. 4	363 4 0	1853	-	-	-	142 15 0	-
Saltcoats, Ryles' Hill - - - - - Par. 5	*150 0 0	1849	-	-	-	-	-
Sorn - - - - - F.C. 4	158 0 0	1849	8 0 8½	124 5 0	-	185 1 8	-
Stewarton - - - - - F.C. 4	-	-	2 4 0½	24 15 0	-	261 10 0	-
Symington - - - - - F.C. 4	-	-	-	49 7 6	-	-	-
Tarbolton - - - - - G.A. 4	-	-	1 0 0	33 6 8	-	83 6 8	-
Troon - - - - - G.A. 4	167 10 0	1841	-	35 2 6	-	48 6 8	-
Troon - - - - - F.C. 4	-	-	-	26 5 0	-	21 15 0	-
Whitlatts, Fearn's School - - - - - 8	-	-	-	-	-	-	-

a Scientific apparatus.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.	Grants for Appar- atus, Books, Maps, and Diagrams.	Grants to Certi- fied Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Misses.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.				
BANFFSHIRE.						
Aberchirder - G.A. 8	-	-	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Band, Educational Institution 11	*100 0 0	1836	-	162 18 4	-	235 11 8
Bellie - Par. 11	-	-	-	10 0 0	-	-
Boharm, Second - Par. 8	214 0 0	1858	-	121 1 8	-	130 10 0
Buckie - F.C. 10	-	-	6 14 1½	159 0 0	-	188 10 0
Cullen - Par. 8	-	-	-	8 6 8	-	84 12 6
Cullen - F.C. 10	-	-	2 2 6	51 15 0	-	98 6 8
Cullen-Seatown - G.A. 8	31 17 3½	1850	-	-	-	-
Deskford - F.C. 9	-	-	1 0 0½	103 15 10	-	81 17 6
Enzie, Society School - 11	-	-	-	-	-	33 15 0
Fordyce - F.C. 10	69 0 0	1850	1 5 0½	54 0 0	-	-
Fordyce, Industrial - G.A. 8	-	-	-	8 6 8	-	-
Forglen, Female - 8	-	-	-	7 10 0	-	-
Glenrinnies - G.A. 4	-	-	-	134 6 8	-	47 1 8
Grange - Par. 11	-	-	3 2 6½	-	-	20 0 0
Inverkeithney, Downies - F.C. 10	-	-	2 13 4½	48 0 0	-	55 0 0
Keith - F.C. 10	-	-	-	80 0 0	-	100 5 0
Linhead, Female - 8	-	-	-	29 5 0	-	33 15 0
Madduff - F.C. 10	-	-	4 11 5½	150 0 0	-	364 5 0
Madduff - Par. 8	-	-	2 15 8	-	-	103 13 4
Marnock, New - F.C. 10	-	-	6 8 9	200 0 0	-	354 15 0
Pitlair - Par. 8	-	-	-	36 0 0	37 10 0	-
Port Gordon - G.A. 8	-	-	-	38 15 0	-	-
Portnochie - G.A. 8	-	-	2 4 9	-	-	-
Portsoy - Par. 8	180 0 0	1842	-	31 13 4	-	-
Portsoy, Female Industrial - 107 0 0	107 0 0	1858	-	-	-	-
Protston Hill - Par. 11	-	-	-	88 15 0	-	-
Rathven - Par. 11	-	-	-	20 0 0	-	127 8 4
Rothiemay - F.C. 10	-	-	3 14 0	145 10 0	-	115 0 0
Rothiemay - Par. 11	-	-	-	-	-	23 15 0
Tomintoul Parliamentary S. 8	-	-	-	-	-	94 15 0
Tommavoulen-in-Glenlivet G.A. 4	-	-	-	98 0 0	-	-
BERWICKSHIRE.						
Allanton (Subscription) - G.A. 10	-	-	-	15 0 0	-	-
Ayton - Par. 12	-	-	-	6 5 0	-	6 5 0
Ayton, Female Sewing School 12	-	-	-	22 0 0	-	15 0 0
Berwick, Girls, Industrial - 2 3 6½	-	-	-	-	-	-
Birgham, District - G.A. 11	-	-	-	34 7 6	-	-
Boston - F.C. 2	-	-	3 19 11½	177 10 10	-	336 13 4
Burnmouth - G.A. 12	-	-	-	-	-	6 5 0
Dunse - Par. 12	-	-	1 15 0½	143 6 8	-	287 13 4
Earlstown - F.C. 1	-	-	5 13 0½	108 12 6	-	349 3 4
Eyemouth - Par. 12	-	-	2 15 9½	204 13 4	30 0 0	314 13 4
Eyemouth - F.C. 2	160 0 0	1848	1 15 7½	149 5 10	-	145 10 0
Greenlaw - F.C. 2	74 0 0	1847	9 2 5½	170 1 3	-	373 10 0
" - " - "	2 10 0	1848	-	-	-	-
" - " - "	42 0 0	1852	-	-	-	-
" - " - "	80 0 0	1858	-	-	-	-
Houndwood, Grants' House - G.A. 12	50 0 0	1843	1 15 6½	54 17 6	-	38 15 0
Lander - Par. 12	-	-	-	175 11 8	-	408 15 0
Leitholm - F.C. 2	-	-	-	53 10 0	-	-
Milne Graden - Par. 12	-	-	2 10 0½	5 0 0	-	-
Ninewells - G.A. 12	-	-	4 0 6	85 5 0	-	32 10 0
Paxton, Girls and Infants - Par. 12	-	-	-	11 13 4	-	-
Paxton Village - G.A. 11	-	-	4 14 2½	31 5 0	-	-
Swinton - F.C. 2	-	-	3 14 11½	95 0 0	-	332 15 0
BUTHESHIRE.						
Bute, Ragged and Indust. S. - 7	-	-	2 1 8	-	-	106 2 11 E
Cambrac, Isle of - F.C. 4	-	-	-	53 0 0	32 10 0	-
Port Bannatyne - F.C. 4	-	-	-	5 10 0	-	-
Rothsay - G.A. 8	118 0 0	1842	-	126 10 0	-	-
Rothsay, East - F.C. 4	-	-	2 4 8½	15 0 0	-	-
Rothsay, West - F.C. 4	-	-	-	-	-	-

Schools aided by Parliamentary Grants.

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.					
CAITHNESS-SHIRE.							
Achow - - - F.C.	7	-	-	4 18 6½	12 0 0	-	-
Barrock - - - G.A.	8	-	-	-	57 15 0	-	-
Berriedale - - - G.A.	-	-	-	2 3 4½	-	-	-
Bruan - - - F.C.	-	-	-	2 5 10½	-	-	-
Dunn British School - - -	-	-	-	-	85 8 4	-	-
Dunn - - - G.A.	8	-	-	-	-	-	-
Dunnet - - - Par.	-	-	-	1 13 4½	-	-	-
Preswick - - - G.A.	7	-	-	2 0 9	76 5 0	-	-
Halkirk - - - Par.	7	-	-	-	12 10 0	-	-
Halkirk, Congregational - -	6	-	-	1 16 0½	-	6 5 0	-
John o'Groats - - - G.A.	7	-	-	2 0 0½	101 0 0	-	70 8 4
Lybster - - - F.C.	5	83 0 0	1853	8 11 8½	-	148 9 2	-
Newlands - - - F.C.	-	-	-	4 10 1½	-	-	-
Orrig, Female - - -	6	-	-	-	19 10 0	-	17 1 8
Orrig, Congregational - -	6	-	-	3 1 3½	15 0 0	-	8 15 0
Pulteneytown - - - F.C.	6	112 0 0	1850	-	44 1 8	-	345 10 0
Pulteneytown Academy - -	9	400 0 0	1859	-	23 5 10	-	111 5 0
Thrumster - - - Par.	9	-	-	1 17 2½	-	-	181 0 0
Thurso, Benevolent Female -	6	-	-	7 10 0	-	-	-
Thurso - - - F.C.	6	-	-	3 10 0½	100 0 0	-	197 0 0
Toftinghall - - - G.A.	9	-	-	-	72 10 0	-	-
Watten - - - F.C.	6	-	-	1 14 8½	70 10 0	-	52 10 0
Wick - - - F.C.	6	-	-	4 0 3	120 0 0	-	422 1 8
CLACKMANNANSHIRE.							
Alloa Juvenile and Infants School	5	401 0 0	1848	3 18 4	27 10 0	-	-
Alloa - - - Epis.	3	-	-	5 2 9½	38 17 6	-	134 0 0
Alloa Ragged and Industrial -	4	-	-	-	-	-	6 2 6
Foremill, Subscription - -	8	-	-	-	30 0 0	-	-
Kennett Village - - -	6	-	-	-	13 15 0	-	-
Menstry, Subscription - -	6	-	-	1 7 11	53 15 0	-	15 0 0
Tillicoultry - - - Par.	6	-	-	6 6 4½	-	-	47 8 4
Tullibody, Subscription - -	6	-	-	-	-	-	390 10 0
DUMBARTONSHIRE.							
Alexandria, Academy - G.A.	-	250 0 0	1853	-	-	-	-
Alexandria, Female - - -	6	-	-	7 17 4	127 16 8	-	279 13 4
Alexandria - - - F.C.	4	120 0 0	1852	2 0 0½	100 13 4	-	201 0 0
Arrocher - - - Par.	5	-	-	-	12 10 0	-	-
Bonhill - - - Par.	6	-	-	7 12 6½	113 5 0	25 0 0	237 10 0
Bonhill (Mrs. Ewing's) Female Industrial - - -	4	-	-	-	30 6 8	-	-
Cardross - - - Par.	6	-	-	8 2 11½	9 3 4	-	204 8 4
Cumbernauld - - - Par.	-	-	-	5 15 0	-	-	-
Dalmonach (Privately Endowed) School - - -	6	-	-	6 14 1½	41 13 4	-	397 13 4
Dalmuir, Subscription - -	6	-	-	-	-	-	205 15 0
Dumbarton, St. Luke's - Epis.	12	-	-	3 6 8	32 10 0	-	-
Dumbarton - - - F.C.	4	112 0 0	1850	5 9 0½	122 5 0	-	198 10 0
Dumbarton, Burgh Academy -	12	-	-	-	68 15 0	-	246 3 4
Dumbarton - - - R.C.	-	-	-	2 13 5	-	-	-
Duntocher - - - Par.	-	-	-	4 5 0	-	-	-
Fairley - - - G.A.	6	-	-	2 11 3½	35 10 0	-	153 3 4
Gairlochhead - Public Sch.	6	-	-	3 15 0	30 5 0	-	29 0 0
Helensburgh - - - F.C.	6	240 0 0	1842	3 12 0½	-	-	-
Helensburgh, Quoad Sacra G.A.	6	-	-	-	52 5 0	-	170 6 8
Helensburgh, Ragged and Industrial School - - -	-	-	-	2 17 5	11 5 0	-	7 10 0
Helensburgh, Trinity - Epis.	12	-	-	1 10 0	40 11 8	-	15 0 0
Jameson - - - F.C.	4	-	-	7 15 1½	131 5 0	-	144 2 8
Kilpatrick, Old - - - Par.	4	-	-	3 15	-	-	105 10 0
Kirkintilloch (The Oswald and Kirk Session School) -	6	650 0 0	1855	1 11 5	84 10 0	-	103 16 8
Kirkintilloch, Kerr Street Sch.	4	-	-	3 10 0½	44 5 0	-	63 0 0
Luss - - - Par.	7	-	-	26 13 4	-	-	35 0 0

a Scientific apparatus.

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	Amount.	Date of Payment.					
DUMBARTONSHIRE—cont.							
Muirland Side - - - G.A. 6	- - -	- - -	- - -	17 10 0	- - -	- - -	- - -
Renton, Female - - - G.A. 6	- - -	- - -	2 0 3½	45 10 0	- - -	77 13 4	- - -
Renton, Public - - - F.C. 4	- - -	- - -	7 9 8	59 11 8	- - -	390 10 10	- - -
Shandon - - - F.C. 4	- - -	- - -	4 12 6	103 5 0	- - -	74 3 4	- - -
Waterside, Subscription School	- - -	- - -	2 0 0½	25 15 0	- - -	- - -	- - -
DUMFRIES-SHIRE.							
Annan - - - Par. 11	- - -	- - -	5 5 2½	- - -	- - -	243 0 0	- - -
Annan, Infant Female Indus- trial School - - - 11	- - -	- - -	2 4 4	61 6 8	- - -	161 3 4	- - -
Brydekirk - - - G.A. 11	45 0 0	1842	- - -	16 5 0	- - -	- - -	- - -
Carlawerock - - - Par. 12	- - -	- - -	14 1 9	- - -	- - -	378 15 0	- - -
Corrie, Endowed - - - 8	- - -	- - -	- - -	60 0 0	- - -	55 4 2	- - -
Cummertruss - - - Par. 11	- - -	- - -	2 6 8	20 0 0	- - -	- - -	- - -
Dumfries, Infants' School	93 0 0	1840	- - -	- - -	- - -	- - -	- - -
Dumfries, St. Andrew's - R.C. 6	- - -	- - -	4 1 8½	- - -	- - -	166 16 8	- - -
Dumfries, Indust. Reform. - 12	- - -	- - -	3 5 0	- - -	- - -	- - -	521 10 6 B
Dumfries, Ladies' Benevolent Society's School - - - 11	- - -	- - -	- - -	15 0 0	- - -	- - -	- - -
Ecclefechan - - - F.C. 12	- - -	- - -	0 19 11½	- - -	- - -	- - -	- - -
Ecclefechan, Infant Industrial 12	50 0 0	1842	1 9 1½	32 10 0	- - -	52 10 0	- - -
Gastown - - - Par. 12	45 0 0	1840	1 9 11½	- - -	- - -	- - -	- - -
Glencairn - - - F.C. 12	- - -	- - -	7 4 6½	87 17 6	- - -	341 8 4	- - -
Goodhope - - - G.A. 11	- - -	- - -	- - -	121 0 0	- - -	- - -	- - -
Hightae - - - F.C. 10	11 0 0	1855	5 5 0½	57 10 0	- - -	- - -	- - -
Kirkmahoe - - - F.C. 10	- - -	- - -	3 17 7½	- - -	- - -	150 0 0	- - -
Kirkpatrick Fleming - F.C. 12	- - -	- - -	- - -	37 10 0	- - -	- - -	- - -
Langholm - - - F.C. 12	117 0 0	1851	4 0 10	75 0 0	- - -	155 6 8	- - -
Langholm - - - Par. 12	90 0 0	1855	- - -	- - -	- - -	- - -	- - -
Langholm, Infant - - - G.A. 12	- - -	- - -	1 15 5½	- - -	- - -	12 1 8	- - -
Locharbriggs - - - G.A. 4	50 0 0	1840	1 10 0	- - -	- - -	- - -	- - -
Lochmaben - - - Par. 11	- - -	- - -	4 14 5½	- - -	- - -	91 13 4	- - -
Lochmaben - - - F.C. 10	15 0 0	1857	1 18 0½	30 0 0	- - -	10 16 8	- - -
Locherbie - - - F.C. 10	- - -	- - -	2 0 0½	43 0 0	- - -	30 12 6	- - -
Ruthwell - - - F.C. 12	- - -	- - -	2 16 11	27 15 0	- - -	- - -	- - -
Tinwald, Annisfield Pa- rish - - - Par. 11	- - -	- - -	- - -	24 0 0	- - -	- - -	- - -
Trothoughton - - - G.A. 1	90 0 0	1840	- - -	- - -	- - -	- - -	- - -
EDINBURGHSIRE.							
Balerno, Subscription - G.A. 4	100 0 0	1842	- - -	91 10 0	- - -	10 0 0	- - -
Balerno, Subscription - " 5 7 6	- - -	1858	- - -	- - -	- - -	- - -	- - -
Barnston, late Lauriston, Female Industrial - - - 4	- - -	- - -	- - -	112 16 8	- - -	120 16 8	- - -
Calder, East, Subscription G.A. 4	- - -	- - -	2 4 0½	65 0 0	- - -	- - -	- - -
Calder, West - - - Par. 4	- - -	- - -	6 11 5½	104 0 0	- - -	113 0 0	- - -
Cockpen - - - F.C. 2	168 0 0	1850	5 13 3½	138 8 4	10 8 4	216 3 4	- - -
Colinton and Currie - F.C. 1	117 0 0	1849	- - -	- - -	- - -	197 0 0	- - -
Coltbridge (Lord Mackenzie's) - - - F.C. 2	103 10 0	1852	3 10 2½	104 10 0	- - -	122 14 2	- - -
Conisland, District - F.C. 1	150 0 0	1842	0 16 8	81 0 0	- - -	75 0 0	- - -
Cramond - - - Par. 4	- - -	- - -	- - -	139 15 0	- - -	90 0 0	- - -
Cramond - - - F.C. 2	- - -	- - -	2 4 0	105 15 0	- - -	32 10 0	- - -
Cramond, Davidson's Mains, F.C. 124 0 0	- - -	1847	- - -	- - -	- - -	- - -	- - -
Cramond, Davidson's Mains, G.A. 4	- - -	- - -	- - -	95 5 10	- - -	152 10 0	- - -
Crichton - - - Par. 4	- - -	- - -	3 15 0½	- - -	- - -	- - -	- - -
Dalkeith, Buccleuch School - F.C. 2	248 0 0	1848	- - -	36 0 0	- - -	- - -	- - -
Dalkeith Academy - - - F.C. 2	- - -	- - -	- - -	393 12 6	- - -	390 3 4	- - -
Dalkeith - - - Sess. 1	- - -	- - -	- - -	17 0 0	- - -	- - -	- - -
Dalkeith, St. Mary's - Epis. 3	- - -	- - -	- - -	24 13 4	- - -	- - -	- - -
Dalmahoy, St. Mary's - Epis. 3	- - -	- - -	1 18 0	9 11 8	- - -	7 1 8	- - -
Edinburgh, Advocates' Close, High - - - F.C. 1	- - -	- - -	2 16 8½	66 8 4	- - -	- - -	- - -

a Retiring pension.

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	Amount.	Date of Payment.					
EDINBURGSHIRE—cont.							
Edinburgh, Buccleugh - Par.	*750 0 0	1839					
Edinburgh, Canongate, Burgh School - - - - -	4 250 0 0	1854	11 6 3	130 10 0	-	547 16 8	
Edinburgh, Canongate - Sess.	4 *350 0 0	1836	6 16 8	35 0 0	-	459 10 0	
Edinburgh, Canongate Chris- tian Society's, Male School -	4 - - - -	-	1 8 6	75 5 0	-	141 10 0	
Edinburgh, Canongate Chris- tian Society's Female School	4 - - - -	-	1 3 6	138 0 0	-	236 10 0	
Edinburgh, Canon Mills, St. Mary's - - - - - F.C.	2 141 15 0	1850	4 6 8½	164 13 4	22 18 4	215 8 4	
Edinburgh, Canon Mills, St. Mary's - - - - - Sess.	4 - - - -	1854	-	-	-	-	
Edinburgh, Chalmers', West- port, Territorial - - - F.C.	2 - - - -	-	8 15 0½	156 13 4	-	384 5 10	
Edinburgh, Dean Chalmers' - F.C.	2 - - - -	-	10 0 0½	52 11 8	-	623 16 8	
Edinburgh, Dr. A. Thomson's - F.C.	2 - - - -	-	-	40 0 0	-	110 13 4	
Edinburgh, Fountain-bridge Missionary - - - - - F.C.	2 145 0 0	1850	-	391 8 4	105 0 0	1,675 5 0	
Edinburgh, Free High Church	2 - - - -	-	-	181 6 8	-	458 5 10	
Edinburgh, New North - F.C.	2 - - - -	-	2 19 6	8 15 0	-	31 0 0	
Edinburgh, General Assembly of the Established Church of Scotland - - - - -	- - - -	-	8 11 10½	40 7 6	-	-	
Edinburgh, Greenside (Dr. Bell's) - - - - -	4 148 0 0	1848	7 4 2	-	-	256 10 0	
Edinburgh, High Church Sess.	4 - - - -	-	-	7 10 0	-	-	
Edinburgh, Holyrood - F.C.	2 - - - -	-	11 3 1	142 9 2	-	602 13 4	
Edinburgh, Holy Trinity Epis.	- - - -	-	5 3 8½	-	-	-	
Edinburgh, John Street Indust.	2 - - - -	-	-	30 0 0	-	32 10 0	
Edinburgh, Model - - - G.A.	4 - - - -	-	-	207 14 2	-	1,783 0 0	
Edinburgh, Model - - - F.C.	1 - - - -	-	-	568 5 10	41 13 4	3,051 17 0	
Edinburgh, New Grey Friars Sess.	254 0 0	1848	-	-	-	-	
Edinburgh, Niddry Street (Dr. Bell's) - - - - - G.A.	4 - - - -	-	9 18 7½	110 0 0	90 0 0	566 0 0	
Edinburgh, Northern District, F.C.	2 605 0 0	1848	-	314 5 10	-	1,242 18 4	
Edinburgh, Old Grey Friars, G.A.	*845 0 0	1839	-	-	-	-	
Edinburgh (Old Town) - Epis.	280 0 0	1848	-	-	-	-	
Edinburgh, Original Ragged S.	4 - - - -	-	3 10 4	85 10 0	-	-	1,636 17 0
Edinburgh, Pilrig - - - F.C.	2 120 0 0	1846	8 7 5½	164 10 0	58 15 0	275 18 4	
Edinburgh, Pleasance Territo- rial - - - - - F.C.	2 131 0 0	1854	0 19 11	68 8 4	-	200 8 4	
Edinburgh (Roxburgh Street) F.C.	10 150 0 0	1853	-	-	-	-	
Edinburgh, St. Andrew's Hall, Model - - - - - Epis.	3 - - - -	-	-	33 0 0	-	-	
Edinburgh, St. Andrew's R.C.	3 - - - -	-	10 4 2½	123 10 10	-	460 18 4	
Edinburgh, St. Bernard's Sess.	1 23 0 8	1857	12 16 3	133 6 8	35 8 4	1,024 16 8	
Edinburgh, St. Catherine's - R.C.	6 - - - -	-	5 5 0	27 0 0	-	29 0 0	
Edinburgh, St. Columbus' - Epis.	3 - - - -	-	8 10 5½	73 11 10	-	716 17 11	
Edinburgh, St. George's Epis.	3 - - - -	-	3 15 8½	51 13 4	-	174 11 8	
Edinburgh, St. George's Local School - - - - - G.A.	4 - - - -	-	-	36 13 4	-	66 10 0	
Edinburgh, St. John's - Epis.	3 - - - -	-	06 13 4	53 15 0	12 10 0	384 0 0	
Edinburgh, St. John's - Night S.	3 - - - -	-	12 15 11	89 2 6	-	340 8 4	
Edinburgh, St. Mary's - R.C.	6 - - - -	-	-	-	-	28 0 0	
Edinburgh, St. Patrick's R.C.	6 - - - -	-	14 10 6½	136 6 8	-	1,329 18 4	
Edinburgh, St. Paul's - F.C.	2 300 0 0	1852	10 14 9½	46 15 0	-	642 16 8	
Edinburgh, St. Paul's (Car- ruber's Close) - - - Epis.	3 - - - -	-	14 8 9½	113 3 4	-	721 15 0	
Edinburgh, St. Stephen's G.A.	*800 0 0	1836	3 9 4	36 0 0	-	326 3 4	

a Scientific apparatus.

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	Amount.	Date of Payment.					
EDINBURGSHIRE—cont.							
Edinburgh, Thistle Street (Maclean's) - G.A. 3	-	-	9 0 6	46 5 0	-	96 0 0	
Edinburgh, Tolbooth - Par. 10	*600 0 0	1838	-	16 10 0	-	-	
Edinburgh, Tolbooth, Congregational - F.C. 2	-	-	7 2 1½	41 5 0	-	268 6 8	
Edinburgh, Trinity - Epis. 3	-	-	-	46 13 4	-	257 13 4	
Edinburgh, United Industrial School - 4	-	-	3 4 11½	118 5 0	-	360 10 0	727 3 4½
Edmonstone, Colliery School, G.A. 4	-	-	4 1 8½	15 7 6	-	-	
Edmonstone, Female S. - G.A. 4	-	-	3 8 4½	35 15 0	-	52 10 0	
Fisherrow - F.C. 1	-	-	-	138 15 0	12 10 0	451 8 ½	
Fisherrow, Back of Free Ch., Ragged - 2	204 0 0	1850	3 9 4	46 15 0	-	93 0 0	19 14 2
Fisherrow, English School - 1	-	-	-	22 15 0	-	-	
Fountainbridge, West, Female Industrial School - 1	-	-	-	20 0 0	-	-	14 11 8
Gogar, Female - G.A. 3	-	-	1 13 4½	51 15 0	-	75 0 0	
Juniper Green - G.A. 4	80 0 0	1842	3 11 5	10 0 0	-	-	
Kirknewton - Par. 2	-	-	-	-	-	-	
Lasswade (Whitehill Colliery) - G.A. 4	-	-	-	172 14 2	-	124 11 8	
Leith - R.C. 6	-	-	5 0 0	29 7 6	-	330 10 10	
Leith (Mariners') - F.C. 2	*490 0 0	1840	-	218 10 0	30 0 0	856 3 4	
Leith, St. James' - Epis. 3	735 0 0	1857	6 11 6½	89 8 4	-	309 7 6	
Leith, St. John's - F.C. 1	*550 0 0	1837	4 9 1½	81 5 0	-	546 8 4	
Leith, South - F.C. 2	650 0 0	1858	6 13 0½	155 1 8	14 11 8	448 0 0	
Lenny Moor - G.A. 4	85 0 0	1842	-	-	-	-	
Leven Lodge Subscription S. - 2	-	-	-	5 0 0	-	-	
Loanhead, Subscription - 4	-	-	3 1 4½	18 0 0	-	-	
Meadowbank, Female Industrial - G.A. 4	-	-	-	46 15 0	-	-	
Morningside - F.C. 2	108 15 0	1850	2 9 11½	48 0 0	-	115 1 8	
Morningside, Original Subscription School - G.A. 3	-	-	4 9 1	125 14 2	40 10 5	333 16 8	
Musselburgh, Female - G.A. 2	-	-	1 0 2	75 10 0	-	270 15 0	
Nellfield, Private School - 4	-	-	-	47 15 0	-	52 10 0	
Newbattle - Par. 4	-	-	-	-	-	147 10 0	
Newbattle (Collieries) - G.A. 4	-	-	-	120 0 0	-	216 0 0	
Newbiggin - F.C. 2	-	-	-	142 10 0	4 3 4	487 1 8	
Newhaven - G.A. 4	*311 0 0	1839	-	-	-	-	
Newhaven, Victoria - 1	-	-	-	70 2 6	-	52 10 0	
Newhaven, Free Fisherman's Society - 2	-	-	-	25 16 8	-	124 10 0	
Newington - F.C. 2	300 0 0	1849	6 17 10	80 0 0	67 10 0	115 0 0	
Pencecnick - Par. 4	188 0 0	1847	-	55 0 0	-	47 10 0	
Pencecnick - F.C. 2	-	-	3 6 8	51 5 0	-	74 3 4	
Portobello - Epis. 3	-	-	-	16 13 4	-	29 0 0	
Portobello - F.C. 2	-	-	2 17 7	191 13 4	-	102 1 8	
Portobello, Female - 1	-	-	-	18 6 8	-	15 0 0	
Ratho, Female - G.A. 4	-	-	-	6 13 4	-	90 0 0	
Ratho, New Subscription - G.A. 4	-	-	-	55 0 0	-	148 0 0	
Ratho and Kirknewton - F.C. 4	117 0 0	1850	-	-	-	-	
Roslin - F.C. 4	-	-	3 0 0½	30 0 0	-	-	
Roslin, Estab. Ch. - 4	-	-	1 3 11½	-	-	46 10 0	
Slateford, St. Cuthbert's, Subscription School - 2	100 0 0	1840	1 15 3	23 15 0	-	63 0 6	
" - 15 0 0	15 0 0	1841	-	-	-	-	
" - 70 0 0	70 0 0	1851	-	-	-	-	
Stobhill - Estab. Ch. 4	90 0 0	1853	5 1 9	31 13 4	-	-	
" - 112 10 0	112 10 0	1858	-	-	-	-	
Stobhill, Mission - F.C. 2	-	-	2 0 4	86 10 6	-	-	
Temple - F.C. 2	-	-	-	-	-	-	
Valleyfield, Infant and Indust. School - 3	-	-	3 6 9½	13 15 0	9 3 4	-	
Wilkieston - F.C. 2	-	-	4 13 10½	140 15 0	-	211 1 8	

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	Amount.	Date of Payment.					
ELGINSHIRE.							
Archiestown - - - G.A.	101 0 0	1854					
Bishopmill - - - G.A. 12	289 0 0	1858				108 13 4	
Burghead - - - F.C.			5 5 2				
Burghead - - - G.A. 12				44 0 0			
Clackmarras District - - - 12				18 15 0		37 1 8	
Duffus - - - Par. 12			1 14 2½	10 0 0			
Elchies - - - Par. 8				12 10 0			
Elchies - - - Second Par.			1 10 0				
Elgin, The Trades' - - - G.A. 7	*120 0 0	1838				29 0 0	
Elgin, Anderson's Institution, Free - - - 12							12 1 8
Elgin, Infants - - - G.A. 12	*150 0 0	1837		14 3 4		52 6 8	
Elgin, Girls - - - Epis. 9	110 0 0	1856	2 8 6	41 3 4		51 6 8	
Fochabers (Milnes'), Free - - - G.A. 12			15 17 1½			691 5 0	
Forres (Frazor's), Female Industrial School - - - 7	70 0 0	1853		14 3 4		114 18 4	
Garmouth - - - F.C. 11	80 0 0	1851		51 0 0			
Garmouth, Christian Soc. S. - - -			2 10 0				
Hopeman - - - G.A. 12			1 13 4½	122 12 6			
Hopeman - - - F.C.			3 4 8½				
Llanbryd, St. Andrew's - - - Par. 12			2 14 2½	23 7 6		104 3 4	
" - - - "			10 0 0a				
Lossiemouth - - - G.A. 12	522 1 6	1856		67 10 0			
Lossiemouth, Girls - - - G.A. 12				11 13 4		19 3 4	
Lossiemouth - - - F.C. 10				22 10 0			
Spynie, New - - - Par.			1 2 8				
Urquhart - - - Par. 12				23 7 6		103 8 4	
Urquhart - - - F.C. 10			3 13 3½	55 2 6		226 5 0	
FIFESHIRE.							
Aberdour - - - F.C. 11			4 0 1	57 0 0			
Andrew's, St., Infants - - - G.A. 6				89 1 8		183 10 0	
Andrew's, St. (Fisher's), Mixed - - - G.A. 6	360 0 0	1858	6 7 0	119 14 2	82 10 0	85 16 8	
Andrew's, St., Madras College - - - G.A. 6				13 15 0		710 5 0	
Austruther, Easter - - - F.C. 11			5 3 4½	27 1 8		38 13 4	
Auchtermuchty - - - F.C. 8	65 0 0	1850	8 15 0½	157 0 0		253 5 0	
" - - - "			13 18 8a				
Auchtermuchty, Madras - - - G.A. 6	278 0 0	1857	3 6 8	27 16 8	33 6 8	96 4 2	
Balmerino - - - Par. 6			2 0 0			15 0 0	
Bogie, West - - - F.C. 6				10 0 0			
Brunton, Flisk, and Creich F.C. - - -	80 0 0	1849					
Burnside, Endowed - - - G.A.	45 10 0	1849					
Burntisland - - - Epis. 3			13 15 0			214 15 0	
Burntisland, Infants - - - F.C. 5			3 14 8½	8 6 8		9 13 4	
Burntisland, Burgh School - - - 5			5 15 6	35 16 8		42 0 0	
Cameron - - - Par. 6			1 0 0	67 0 0			
Carnbee - - - F.C. 11	86 0 0	1858	2 1 8	20 0 0		20 0 0	
Cellardyke - - - G.A.	110 0 0	1840					
Ceres - - - Par. 6				130 6 8	55 0 0	432 10 0	
Cluny, Colliery, British Sch. - - - 6			4 3 4	24 0 0		15 0 0	
Collinsburgh, Subscription G.A. - - -	95 0 0	1845	1 19 9				
Collessie - - - F.C.	120 0 0	1855					
Collessie, New - - - Par. 6			5 11 7	13 15 0		169 1 8	
Cupar (Madras Academy) G.A. - - -			37 0 10½			1,265 9 2	
Dairsie - - - Par.			1 13 4				
Dairsie - - - F.C.			3 0 8				
Denhead, Subscription - - - G.A. 6	67 10 0	1852	3 11 1			152 10 0	
Dunbog - - - Par. 6			2 1 8			165 0 0	
Dunfermline Abbey - - - F.C. 8	400 0 0	1847		133 7 6		547 10 0	
Dunfermline, Female Industrial - - - G.A. 5	200 0 0	1842	19 4 0½			142 6 8	
Dunfermline, Goldrum (M'Lean's) - - - G.A. 5	367 0 0	1848	12 18 4½	143 15 0		699 15 0	
Dunfermline, Wilson's In- stitution - - - F.C.			4 0 0				

a Scientific apparatus.

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	Amount.	Date of Payment.					
FIFESHIRE—cont.							
Dunfermline, St. Leonard's Works School	5	-	9 14 10½	56 5 0	55 0 0	29 0 0	
Dunfermline, Trinity - Epis.	3	-	-	37 10 0	21 0 0	-	
Dunino - Par.	6	-	1 16 8	15 0 0	-	-	
Dysart, Burgh & Par. School	6	*330 0 0 140 0 0	1839 1840	-	-	242 0 0	
Earlsferry, Infant and Industrial - F.C.	10	78 0 0	1854	3 6 10	54 3 4	-	56 5 0
Earlsferry, Subscription Sch. -	4	103 0 0	1855	2 8 8	63 10 0	-	70 2 6
Easter Fernie - " - G.A.	6	7 17 8	1837	-	-	-	-
Elie - " - G.A.	6	88 0 0	1856	-	-	-	32 10 0
Falkland - " - Par.	6	-	-	12 1 8½	19 14 2	-	511 6 8
Ferryport-on-Craig, Sub- scription - F.C.	7	65 0 0 10 0 0 49 0 0	1840 1842 1853	11 2 10½	30 0 0	-	500 10 0
Flockhouse - " - F.C.	7	-	-	1 18 7½	46 0 0	-	75 0 0
Forgan - " - Par.	6	-	-	2 3 4	-	-	-
Fruchie, Subscription - G.A.	6	-	-	6 16 2½	22 18 4	-	-
Gallatown, Subscription -	11	37 10 0	1858	6 15 0½	-	-	5 0 0
Gilston, New, Subscrip. - G.A.	6	32 10 0 20 10 6	1850 1858	3 11 4½	46 15 0	-	-
Kelty - " - F.C.	11	-	-	-	12 10 0	-	-
Kembach - " - Par.	6	-	-	2 2 8	-	-	98 6 8
Kennoway - " - Par.	6	-	-	10 8 7½	73 6 8	-	349 16 8
Kettlebridge, Subscription S.	5	-	-	2 10 0	7 10 0	-	-
Kilconquhar - " - Par.	5	-	-	4 6 7½	53 15 0	86 17 6	256 1 8
Kinghorn - " - F.C.	8	-	-	1 2 4	73 6 8	-	-
Kingsbarns - " - Par.	6	-	-	4 17 7½	-	-	992 0 0
Kirkcaldy, Burgh School G.A.	6	-	-	-	-	-	-
Kirkcaldy, Industrial Ragged School - " - G.A.	10	-	-	-	-	-	362 7 6½
Ladybank, Mixed - G.A.	5	264 0 0	1855	9 0 0½	64 10 0	21 13 4	112 13 4
Largo Durham, Charity - G.A.	6	-	-	3 6 8½	39 15 4	-	57 18 4
Largoward, Subscription -	5	-	-	-	97 10 0	-	-
Leslie - " - Par.	5	*430 0 0	1838	4 0 0	12 10 0	-	15 0 0
Letham, Lady Leven's School	5	-	-	1 0 0	-	-	-
Letham, Subscription - G.A.	5	-	-	4 19 11½	159 12 6	-	278 1 0
Leuchars - " - Par.	5	-	-	13 0 0a	-	-	-
Leven - " - F.C.	8	-	-	43 13 4	-	-	63 0 0
Lochcally (Ironworks School) -	6	274 0 0	1851	132 10 0	25 0 0	111 13 4	114 16 8
Loudin Mill, Subscription S. -	5	-	-	243 10 0	-	-	239 0 0
Mackinch - " - F.C.	10	-	-	21 5 0	-	-	9 13 4
Monams, St. - " - G.A.	5	-	-	3 13 4	36 15 0	-	101 10 0
Monimail - " - F.C.	-	125 0 0 90 0 0	1846 1850	-	26 5 0	-	-
Newburgh - " - Estab. Ch.	-	318 0 0	1858	-	-	-	-
Newport - " - F.C.	7	182 0 0	1854	8 6 7½	94 17 6	-	403 13 4
Pathhead and Sinclairtown G.A.	6	293 0 0 10 0 0	1850 1853	13 8 6½	82 8 4	25 0 0	391 10 0
" " " - " - F.C.	7	-	-	3 15 7½	128 0 0	-	160 0 0
Pittlesie - " - G.A.	5	76 0 0	1844	2 5 6	12 10 0	-	-
Pittenween - " -	-	-	-	18 4 8	-	-	-
Prinlaws School - " -	-	-	-	7 19 10	77 0 10	-	341 10 0
Scoonie - " - Par.	5	-	-	14 4 0a	-	-	-
Sinclairtown, Hawklemuir, and Parkhead School - F.C.	7	-	-	2 0 0	-	-	-
Springfield - " - F.C.	7	219 0 0	1856	3 0 0½	64 10 0	-	527 5 0
Star Subscription School -	-	-	-	1 16 3½	-	-	-
Strathkinness - " - F.C.	7	-	-	3 10 3½	81 5 0	-	92 14 2
Thornton - " - G.A.	8	180 0 0	1841	3 9 2	-	-	-
Torryburn - " - Par.	8	-	-	-	76 13 4	-	151 18 4
Wemyss - " - Par.	6	-	-	2 19 11½	66 0 0	-	272 10 0
Wemyss, East - " - F.C.	8	-	-	5 3 4	145 10 0	-	238 13 4

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		Amount.	Date of Payment.					
FORFARSHIRE.								
Aldbar (Private School) -	2			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Arbroath - Par.	2	240 0 0	1841	16 10 9½	98 15 0	-	112 16 8	
Arbroath (Educational Society's) - F.C.	7	-	-	-	381 0 0	-	60 13 4	
Arbroath Local Schoolmasters' Association -	-	-	-	1 9 11½	-	-	-	
Arbroath, Dale Cottage Reform.	2	-	-	-	-	-	-	232 2 11½
Barry - F.C.	7	70 0 0	1854	2 19 0	74 6 8	-	70 16 8	
Blacklumsans - G.A.	7	-	-	10 0 0a	68 0 0	-	-	
Bonnington - F.C.	7	168 0 0	1856	2 5 0½	72 18 4	-	51 13 4	
Brechin - F.C.	8	150 0 0	1850	-	136 13 4	-	378 2 6	
Brechin - Par.	2	-	-	-	197 11 0	-	695 16 8	
Brechin, Infant School -	-	*220 0 0	1837	-	-	-	-	
Brechin, St. Andrew's -	Epis.	6	-	1 11 8	54 2 6	-	30 0 0	
Broughty Ferry - F.C.	7	186 0 0	1849	3 18 4½	105 0 0	-	299 16 8	
Broughty Ferry (West Ferry) - Sess.	1	-	-	-	-	-	166 13 4	
Burnside of Inshewan - G.A.	7	90 0 0	1848	-	-	-	-	
Carnoustie, Female - F.C.	7	250 0 0	1855	7 16 8	-	-	-	
Carnoustie, Male - F.C.	8	90 0 0	1857	14 0 0a	144 7 6	-	308 0 0	
Carnoustie, Male - F.C.	6	*120 0 0	1844	-	-	-	32 10 0	
Craig Works School -	-	-	-	-	-	-	-	
Cupar Angus Female In- dustrial - Epis.	7	-	-	3 6 8	181 12 6	-	434 5 0	
Cupar Angus - F.C.	7	-	-	7 2 4½	-	-	-	
Cupar Angus - Par.	7	-	-	12 0 0a	-	-	-	
Dudhope - F.C.	7	-	-	6 5 0	144 7 6	-	279 0 0	
Dundee, Chalmers' Free Sch. -	7	260 0 0	1854	3 15 0½	62 6 8	-	202 10 0	
Dundee (Chapelshade) - F.C.	8	-	-	6 13 4½	31 5 0	-	67 15 0	
Dundee (General) - Sess.	1	*500 0 0	1835	4 6 8	198 17 6	-	1,938 0 0	38 16 0
" - Sess.	1	*270 0 0	1836	32 9 0½	-	-	-	
" - Sess.	1	*100 0 0	1838	-	-	-	-	
Dundee (Hill Town) - F.C.	8	400 0 0	1843	-	-	-	-	
Dundee, Meadowside, Female Sess.	1	-	-	7 15 0	220 11 8	-	415 0 2	
Dundee, Park Wynd, Infants, F.C.	1	*240 0 0	1837	-	-	-	-	
Dundee, Rood Yards - Epis.	6	-	-	4 14 6	112 5 0	-	609 10 0	
Dundee (Rosebank) - Sess.	1	100 0 0	1849	-	11 0 0	-	26 13 4	
Dundee, St. Andrew's - G.A.	1	178 0 0	1857	6 19 3½	166 10 0	-	1,103 16 8	17 10 6½
Dundee, St. Andrew's - F.C.	7	450 0 0	1842	-	-	-	-	
Dundee, St. David's - F.C.	7	550 0 0	1842	9 2 7½	58 6 8	-	89 16 8	
Dundee, St. David's - Sess.	1	-	-	11 6 8½	190 0 0	-	708 10 10	
Dundee, St. John's - Sess.	1	241 0 0	1856	10 7 6½	117 0 0	-	1,000 10 0	
Dundee, St. John's - Sess.	1	57 2 0	1858	1 8 7	12 16 10	-	62 13 4	
Dundee, St. John's - F.C.	7	*200 0 0	1837	5 0 0	46 16 8	-	-	
Dundee, North East Dis- trict Juvenile and In- fant Schools, Crescent Street - F.C.	1	472 10 0	1840	17 19 4½	181 6 8	-	846 17 6	
Dundee, St. Mary Magda- lene's - Epis.	6	-	-	-	-	-	-	
Dundee, St. Paul's, Boys - Epis.	6	-	-	9 3 4	28 15 0	-	224 5 0	
Dundee, St. Paul's, Girls - Epis.	6	-	-	5 0 0½	21 3 4	-	149 5 0	
Dundee, St. Peter's - F.C.	7	-	-	-	-	-	130 10 0	
Dundee, Wallace Town - F.C.	7	-	-	23 10 10½	277 15 0	2 5 0	1,040 8 4	3 19 6
Dundee, Wallace Town, In- fants' Industrial - F.C.	7	-	-	12 5 1½	-	-	427 0 0	
Dunnichen - F.C.	8	184 16 0	1854	-	96 5 0	-	450 5 0	
Dunnichen - Par.	2	-	-	5 0 10½	26 13 4	-	51 0 10	
Ferryden, Infants - G.A.	7	*75 0 0	1840	6 9 2½	121 5 0	-	132 3 0	
Ferryden, Fishermen's Sch. -	G.A.	80 0 0	1843	-	-	-	-	
Forfar, East Town End Free School -	8	200 0 0	1846	-	73 10 0	-	485 10 0	
Forfar, North End School -	2	357 0 0	1856	3 18 6½	26 0 0	-	62 10 0	
Forfar, West Town End Free S. -	8	121 0 0	1846	-	22 10 0	-	70 10 0	
Fotheringham - F.C.	7	-	-	-	6 13 4	-	-	

a Scientific apparatus.

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	Amount.	Date of Payment.					
FORFARSHIRE—cont.							
Frickheim - - - - - G.A.	2						
Frickheim - - - - - F.C.	7	*70 0 0	1839	1 9 11½	65 0 0	129 10 0	
Glenisla - - - - - F.C.	2			1 8 8		225 5 0	
Greenfield, Industrial - - - - - F.C.	8					15 0 0	
Inverbrothock - - - - - G.A.	2	300 0 0	1843			519 3 4	
Inverbrothock - - - - - F.C.	7			3 0 0	135 0 0	668 0 0	
Inverkeilor - - - - - Par.	2			6 12 0a	24 15 0	89 0 0	
Kettins - - - - - G.A.	2			1 13 2½	44 0 0	67 10 0	
Kirkbuddo - - - - - F.C.	3	100 0 0	1855	1 16 8			
Kirriemuir - - - - - Epis.	3				52 0 0	218 7 6	
Kirriemuir, South - - - - - F.C.	7				30 0 0	15 0 0	
Kirriemuir, Webster's Seminary - - - - - F.C.	2						
Ladyloan - - - - - F.C.	8	20 0 0	1853	9 9 11½	154 13 4	104 16 8	
Letham, Feunars' School - - - - - F.C.	2			5 4 2	138 10 10	581 12 6	
Liff - - - - - F.C.	2	132 0 0	1848	3 0 0		433 12 6	
Loanhead - - - - - Sess.	2	335 0 0	1857		66 5 10		
Lochee - - - - - Sess.	1	*130 0 0	1838	6 5 0	109 12 6	300 2 6	
Lochee - - - - - F.C.	6			2 14 2½			
Lochee - - - - - Epis.	6			1 6 8½	42 10 0		
Lunanhead (Madras, Self-sup- porting) - - - - - G.A.		48 9 10	1843	2 10 0½			
Mains - - - - - Par.	1				175 6 8	34 6 8	
Montielth - - - - - Par.	1			5 15 6½		185 15 0	
Monikie, Female - - - - - F.C.	7			4 11 8½	54 8 4	75 0 0	
Montrose, Castle Street - - - - - F.C.		207 0 0	1848	10 12 0½			
Montrose, Dorward's Seminary, Upper Sch. - - - - - F.C.	7	166 5 0	1858				
Montrose, Dorward's Seminary, Lower Sch. - - - - - F.C.	6					685 0 0	
Montrose - - - - - Epis.	6					241 10 0	
Montrose, Hill Side - - - - - F.C.	10	169 0 0	1857	3 6 8½	54 18 4	411 11 8	
Montrose, St. John's - - - - - Sess.	2	382 0 0	1842		26 0 0	3 15 0	
Montrose, St. John's - - - - - F.C.	7	*200 0 0	1838	6 5 0½	66 13 4	530 13 4	
Montrose, St. John's - - - - - F.C.	7	126 0 0	1842		183 0 0	1,035 15 0	
Montrose, St. Mary's - - - - - Epis.				2 3 7½			
Montrose, White's - - - - - G.A.	2			7 14 3½	38 15 0	322 0 0	
Muirland - - - - - G.A.		*60 0 0	1839				
Pitkenney - - - - - G.A.		68 0 0	1848				
Stracathro - - - - - Par.	2				8 15 0		
Tealing - - - - - F.C.	8	73 10 0	1850	1 13 4	31 10 0	16 5 0	
HADDINGTONSHIRE.							
Barns, East Side - - - - - G.A.	4			6 10 10	52 10 0		
Dunbar, Belhaven - - - - - F.C.	2	64 0 0	1853		200 13 4	168 13 4	
Dunbar, Burgh School - - - - - F.C.	4				110 0 0	88 15 0	
Haddington, Industrial - - - - - F.C.	2			5 6 8	99 3 4	139 10 0	
Ormiston - - - - - F.C.	2			3 5 0½	75 12 6	115 0 0	
Pencailand - - - - - Par.	4			2 0 0½	31 9 2		
Pencailand (Newton) - - - - - G.A.	4				25 10 0		
Prestonkirk, Female - - - - - Sess.	4			2 12 6½	27 10 0	32 10 0	
Prestonkirk - - - - - F.C.	2	100 0 0	1849	12 1 7½	124 15 10	184 0 0	
Prestonkirk - - - - - F.C.	2			11 15 4a			
Prestonpans - - - - - F.C.	2	104 0 0	1852	7 9 11½	69 8 4	283 11 8	
Samuelston - - - - - G.A.	4				27 3 4	12 1 8	
Tranent - - - - - Par.	4					192 16 0	
Tranent - - - - - F.C.	1	72 10 0	1843	3 15 0½	91 13 4	331 8 4	
Tranent, New Winton - - - - - G.A.	4				7 10 0	1 5 0	
Yester - - - - - F.C.	2			2 7 6	42 5 0	51 13 4	
INVERNESS-SHIRE.							
Aigas, Subscription School - - - - - G.A.	8			1 6 8	115 13 4	7 18 4	
Aodunban and Flashadder G.A.	4	180 0 0	1856		5 0 0		
Ardsier - - - - - F.C.	6			3 16 8½	51 5 0	223 1 8	
Arnsdale - - - - - G.A.	8			1 6 8	33 0 0		
Balevanick, South (Uist) G.A.	8				32 10 0		

a Scientific apparatus.

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	Amount.	Date of Payment.					
INVERNESS-SHIRE—cont.							
Beaulieu - - - R.C.	6	-	-	£ s. d. 1 0 0	£ s. d. 42 10 0	-	-
Bernisdale - - - F.C.	-	-	-	3 6 8	-	-	63 0 0
Boleskine - - - Par.	10	-	-	1 7 5½	-	-	137 0 0
Bunroy - - - G.A.	8	-	-	-	51 19 2	-	75 0 0
Caniscross - - - G.A.	8	-	-	-	63 0 0	-	-
Cannick Bridge - - - G.A.	4	-	-	-	-	-	-
Carbost - - - G.A.	-	125 0 0	1844	-	-	-	-
Colbost - - - G.A.	8	85 10 0	1853	2 16 8½	62 0 0	-	33 0 0
Culloden - - - F.C.	6	-	-	-	148 15 0	-	221 0 0
Daviot - - - F.C.	6	85 0 0	1849	3 1 8	157 0 0	-	245 0 0
Dockgarroch - - - G.A.	8	-	-	-	-	-	82 0 0
Drumfearn District - - - F.C.	5	-	-	-	3 2 6	-	-
Duirinish - - - Par.	8	-	-	2 4 2½	49 10 0	-	53 0 0
Dulmain Bridge - Ch. of S.	-	272 0 0	1858	-	-	-	-
Farraline Park (Bell's Sch.) - - - G.A.	4	-	-	-	-	-	758 0 0
Fort Augustus - - - G.A.	8	-	-	-	47 1 8	-	103 0 0
Fortwilliam - - - F.C.	6	-	-	3 6 8½	115 10 0	-	308 0 0
Glengary - - - G.A.	4	-	-	1 10 6	63 15 0	-	68 0 0
Grantown, Grammar School - - - G.A.	4	-	-	-	137 10 0	-	272 0 0
Inverness - - - G.A.	-	125 0 0	1837	-	-	-	-
" - - - F.C.	6	87 0 0	1840	-	-	-	-
Inverness, Model School - - - F.C.	6	623 0 0	1849	20 3 0	498 12 6	-	1,300 0 0
" - - - F.C.	6	23 7 8	1853	-	-	-	-
Inverness, The Bishop's - Epis.	9	530 0 0	1857	2 5 3½	55 0 0	-	145 0 0
Inverness, Tanner's Lane - - - F.C.	6	-	-	-	-	-	-
Reformatory S. - - - F.C.	6	-	-	1 16 7½	-	-	135 0 0
Kilmalie - - - Par.	4	-	-	-	169 11 8	-	138 0 0
Kilmorack - - - Par.	4	-	-	2 10 0	5 0 0	-	272 0 0
Kirkhill - - - F.C.	6	-	-	5 12 10	156 5 0	-	180 0 0
Kirkhill - - - Par.	8	-	-	-	-	-	133 0 0
Kyleakin - - - G.A.	8	-	-	-	58 0 0	-	-
Moy - - - F.C.	-	75 12 0	1850	-	-	-	-
Mussady, Female - - - F.C.	6	-	-	0 13 4½	-	-	-
Snizort - - - F.C.	6	133 0 0	1850	-	17 10 0	-	6 0 0
Stratherrick - - - F.C.	6	60 0 0	1848	3 1 0½	57 15 0	-	107 0 0
Strathnairn - - - Epis.	9	-	-	4 7 6½	72 0 0	-	77 0 0
KINCARDINESHIRE.							
Banchory Tarnan - - - F.C.	11	-	-	-	30 0 0	-	-
Benholme - - - F.C.	7	-	-	-	139 10 0	-	124 0 0
Brachmont - - - F.C.	10	-	-	1 0 8	13 6 8	-	-
Catterline, St. Philip's - Epis.	6	-	-	5 1 8½	70 5 0	-	98 0 0
Cookney - - - Estab. Ch.	-	137 8 4	1858	-	-	-	-
Crathes, Female - - - G.A.	8	-	-	-	2 10 0	-	-
Cyrus, Saint - - - F.C.	9	-	-	5 14 2½	55 2 6	-	98 15 0
Cyrus, Saint - - - Par.	3	-	-	6 5 12	115 10 0	-	137 11 8
Cyrus, St. Porteus, Female - G.A.	3	-	-	2 16 8½	22 0 0	-	65 8 4
Cyrus, St. (Stratton's - - - G.A.	3	-	-	-	-	-	-
Endowed - - - F.C.	3	-	-	3 14 10½	54 0 0	-	91 5 0
Drumlithe - - - Epis.	6	-	-	1 10 0	17 10 0	-	67 14 0
Dunottar - - - Par.	10	-	-	2 1 2	46 5 0	-	139 10 0
Fettercairn - - - Par.	3	-	-	2 10 0	119 9 2	-	152 2 0
Fettercairn - - - F.C.	7	59 0 0	1851	3 2 4½	75 0 0	-	63 0 0
Fordoun - - - F.C.	9	-	-	7 5 5½	69 3 4	-	237 6 0
John's Haven, Female - - - G.A.	3	-	-	4 7 4½	4 6 8	-	69 16 0
Laureneck Kirk, Congre- - - F.C.	7	-	-	-	-	-	-
Laureneck Kirk - - - Epis.	6	-	-	3 6 8½	139 10 0	-	130 10 0
Laureneck Kirk - - - Par.	3	-	-	2 8 7½	21 1 8	-	58 6 0
Marykirk - - - Par.	3	-	-	12 1 6½	61 10 0	-	163 10 0
Newtonhill - - - Epis.	6	-	-	2 1 11½	11 0 0	-	45 10 8
Stonchaven - - - F.C.	9	-	-	-	28 10 0	-	-
Stonchaven, St. James' - Epis.	-	-	-	1 7 0	89 6 8	-	76 13 0
Stranathra - - - Epis.	-	-	-	1 0 3½	-	-	-
Tannachie - - - Dist. S.	-	-	-	1 2 0	-	-	-
Tipperty - - - F.C.	-	-	-	2 19 11½	-	-	-
Waterlair - - - F.C.	11	-	-	3 6 4½	23 15 0	-	-

Schools aided by Parliamentary Grants.

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Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil- teachers, and Gratuities to Masters and Mistresses.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.					
KIRKOSHSKIRE.							
Fossoway - - - F.C. 10	80 0 0	1855	-	12 10 0	-	18 15 0	-
Fossoway - - - Par. 3	-	-	-	32 10 0	-	-	-
Kilross - - - F.C. 8	115 0 0	1849	3 5 10	186 10 0	-	293 1 8	-
Maryburgh - - - G.A. 5	-	-	2 6 8	71 6 8	-	64 3 4	-
Orwell - - - Par. 5	-	-	-	-	-	132 8 4	-
Portmouk - - - F.C. 8	-	-	2 1 9	79 15 0	-	100 0 0	-
Portmouk - - - Par. 5	-	-	1 18 10	12 10 0	-	5 0 0	-
KIRKCUDBRIGHTSHIRE.							
Auldhouse - - - F.C. 12	75 0 0	1850	1 10 8	34 0 0	-	-	-
Balmashie - - - F.C. 12	78 0 0	1849	2 1 4	91 5 0	-	-	-
Balmashie (Laurieston) - Par. 11	-	-	-	-	-	37 10 0	-
Bridge of Dee - - - G.A. 12	-	-	-	100 0 0	-	-	-
Battle High - - - Par. 11	-	-	-	17 17 6	-	-	-
Castle Douglas - - - F.C. 11	120 0 0	1853	3 16 10	59 11 8	-	400 15 10	-
Castle Douglas - - - Par. 11	80 0 0	1856	-	-	-	-	-
Castle Douglas - - - G.A. 12	-	-	-	101 15 0	-	351 16 8	-
Crook, Female Industrial S. 12	-	-	-	45 0 0	-	-	-
Crooktown - - - G.A. 12	42 10 0	1846	-	-	-	-	-
Dalbattie - - - F.C. 12	140 0 0	1854	5 1 8	-	-	176 0 0	-
Dalbattie - - - Par. 12	55 0 0	1854	8 6 2	168 6 8	-	401 16 8	-
Dunfermline Abbey - - - F.C. 11	128 0 0	1849	1 13 4	181 10 0	-	100 0 0	-
Imray - - - F.C. 12	-	-	0 18 10	-	-	-	-
Kirkpatrick, Durham - Par. 12	-	-	3 12 7	-	-	-	-
Kirkcudbright, Old Church - G.A. 12	-	-	-	19 3 4	-	81 6 8	-
Kirkcudbright, Town-End Sess. 12	-	-	-	87 10 0	-	206 5 0	-
Kirkdale - - - G.A. 12	53 0 0	1847	-	-	-	-	-
Kirkcubbin - - - Par. 12	-	-	2 16 5	-	-	-	-
Kirkcubbin - - - G.A. 11	-	-	5 0 0	30 9 2	-	38 13 4	-
Kirkpatrick-Durham - Par. 12	-	-	-	-	-	29 0 0	-
Luggan Branch Parish Sch. - 11	221 0 0	1857	-	-	-	-	-
Maxwelltown, Burgh Sch. - 11	139 0 0	1850	5 0 0	-	-	112 1 8	-
Maxwelltown - - - F.C. 12	105 0 0	1849	10 10 7	91 17 6	-	355 5 10	-
Maxwelltown - - - Par. 12	28 12 6	1857	-	-	-	-	-
Path (Lady Heron Maxwells) - G.A. 11	-	-	-	35 0 8	-	37 10 0	-
Rhodeshouse by Kelton - Par. 11	-	-	1 0 8	-	-	196 0 0	-
Terraces - - - Par. 12	-	-	-	-	-	100 8 4	-
LANARKSHIRE.							
Abington, (Sir H. Colebrook's) School - - - 3	-	-	-	67 15 0	-	-	-
Aldrie, Alexander's - Par. 7	-	-	7 10 2	8 6 8	-	-	-
Aldrie, East Parish (Rawyards) - - - G.A. 12	*150 0 0	1839	-	-	-	-	-
Aldrie, West - - - F.C. 4	212 0 0	1848	-	291 10 2	-	584 8 4	-
Aldrie, West - - - " - - -	17 10 0	1850	-	-	-	-	-
Aldrie, West - - - " - - -	143 0 0	1856	-	-	-	-	-
Andrie, St. John's - Epis. 12	-	-	-	-	-	100 0 0	-
Andrie, St. Margaret's - R.C. 6	-	-	4 9 11	69 11 8	-	493 15 0	-
Andrie, Subscription School - 3	-	-	-	5 0 0	-	-	-
Avondale - - - Par. 3	*250 0 0	1840	-	66 5 0	-	199 16 8	-
Beggar - - - G.A. 3	75 0 0	1843	-	5 0 0	-	7 0 0	-
Beggar - - - G.A. 1	-	-	-	28 15 0	-	-	-
Blackburn - - - F.C. 4	-	-	-	-	-	165 5 0	-
Blackburn - - - Par. 3	-	-	-	15 0 0	-	-	-
Blackburn Works School - 3	-	-	5 6 8	136 18 4	-	-	-
Blyth - - - Sess. 2	250 0 0	1855	5 0 0	59 8 4	-	66 10 0	-
Blyth - - - Par. 2	*60 0 0	1839	-	51 13 4	-	195 0 0	-
Blyth - - - F.C. 3	-	-	14 9 8	222 6 8	-	464 6 8	-
Blyth - - - G.A. 1	74 0 0	1845	-	-	-	-	-
Blyth, Juvenile and Industrial - Par. 2	*600 0 0	1838	-	-	-	124 10 0	-
Blyth - - - F.C. 3	220 0 0	1851	8 7 7	55 0 0	-	382 15 0	-

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	Amount.	Date of Payment.					
LANARKSHIRE—cont.							
Bridgeton (Reid Street) Ass- ociation School	*375 0 0	1839					
Broomgate - - - G.A.	*225 0 0	1839					
Cambuslang - - - Subs. 7	- - -	-		8 5 0			
Carnbroe Ironworks School							
- - - G.A.	380 0 0	1842	7 1 8				
Carnwath - - - Par. 3	- - -	-	1 9 11½	17 10 0	-	15 0 0	
Chapel - - - G.A.	- - -	-	2* 0 0				
Chapelton, Subscription Sch.	- - -	-	2 19 2½				
Chryston - - - G.A.	*70 0 0	1839					
Chryston - - - F.C.	178 0 0	1854					
Coatbridge - - - F.C. 2	177 15 0	1849	2 10 0½	64 10 0	-	33 13 4	
Coatbridge - - - Epis.	- - -	-	1 7 6½				
Coatbridge, Dundymann Works School	- - -	-	10 16 8½	114 1 8	82 1 8	139 1 8	
Coatbridge, St. Patrick's R.C.	6 - - -	-	10 4 11	72 2 6	-	281 18 4	
Covington - - - Par. 2	- - -	-	- - -	31 6 8	-	- - -	
Crossford, Subscription Sch.	3 - - -	-	- - -	23 15 0	-	- - -	
Crosshills, Branch - - - Par. 2	- - -	-	2 4 9½	98 10 10	-	105 10 0	
Dalziel Colliery - - - Par. 3	- - -	-	3 15 0				
Dalziel - - - Par. 3	- - -	-	3 4 10	76 10 0	-	35 0 0	
Faskine and Palacecraig - G.A.	- - -	-	6 0 0½				
Gartsherrie, St. Mary's - G.A. 2	*650 0 0	1844	- - -	116 3 4			
Gartsherrie, St. George's - G.A.	2 - - -	-	4 10 0	51 5 0			
Gartsherrie, St. James' - G.A.	- - -	-	4 16 8½	154 8 4	20 0 0	548 2 6	
Gartsherrie, Fourth Sch. - G.A.	2 - - -	-	1 0 0	118 3 4			
Gartsherrie Works, Estab. Ch.	7 949 0 0	1858	10 9 8				
- - - Evening S.	- - -	-	6 15 0				
Glasford - - - Par. 3	- - -	-	2 12 10	7 10 0	-	102 6 0	
Glasgow (Anderston), St. Mark's - - - Burgh 2	*850 0 0	1836	7 12 4	76 10 0	-	173 18 4	
Glasgow (Anderston), St. Matthew's, William Street - - - Sess. 1	400 0 0	1845	6 7 7½	180 5 0	79 3 4	1,122 13 4	
- - - - -	96 0 0	1854	- - -	- - -	- - -	- - -	
Glasgow, Annfield St. John's Par. - - -	- - -	-	6 11 10½				
Glasgow, Blackfriars (College Parish) - - - G.A. 1	400 0 0	1856	3 16 1½	52 5 0	78 0 0		
Glasgow, Broomhill Street Sess. 3	- - -	-	3 15 0½	34 5 0	-	34 0 0	
Glasgow, (Brownfield), St. George's - - - Sess.	*700 0 0	1839	- - -	- - -	- - -	- - -	
Glasgow (Brownfield), Female Industrial - - - 2	- - -	-	7 11 11	217 2 6	25 0 0	390 16 8	
Glasgow (Calton), St. Luke's. Sess.	*395 0 0	1838	- - -	- - -	- - -	- - -	
Glasgow (Calton), St. Mary's. R.C. 6	- - -	-	7 1 8	48 11 8	-	981 16 8	
- - - Night S.	- - -	-	- - -	- - -	- - -	30 0 0	
Glasgow, Chalmers' Street, Sess. 3	*760 0 0	1840	7 3 10	21 13 4	25 0 0	752 15 0	
Glasgow, Christ's Church (Mile End) - - - Epis. 12	*425 0 0	1838	1 13 8½	40 0 0	-	0 5 0	
Glasgow, Cowcadden, Infants. G.A.	*150 0 0	1835	- - -	- - -	- - -	- - -	
Glasgow, East (Milton Street) F.C. 4	- - -	-	- - -	48 5 0	-	34 0 0	
Glasgow, Finnieston Mission, F.C. 3	250 0 0	1854	11 19 2	23 0 0	-	377 10 0	
Glasgow (Highland So- ciety's School) - - - 3	- - -	-	29 12 8½	76 5 0	-	378 0 0	
Glasgow, Industrial and Reform- atory Sch., Duke Street, Par.	- - -	-	7 10 10½	- - -	- - -	- - -	576 19 10
Glasgow, House of Refuge (Fe- males), Parliamentary Row - 9	- - -	-	- - -	- - -	- - -	- - -	568 15 0
Glasgow, Milton - - - Par. 2	400 0 0	1841	17 3 7	79 11 8	45 16 8	47 6 8	
Glasgow, Milton, Indust. - G.A. 2	- - -	-	- - -	45 16 8	-	- - -	
Glasgow, Murdock's, Boys' Industrial - - - G.A. 10	450 0 0	1851	- - -	- - -	- - -	- - -	3 0 0

a This grant was made towards the erection of this and the three following schools.

Schools aided by Parliamentary Grants.

705

Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil- teachers, and Gra- tuities to Masters and Mistresses.	Grants to Reform- atory and Indus- trial Schools.
		Amount.	Date of Payment.					
LANARKSHIRE—cont.								
Glasgow, Old Wynd - F.C.	3	£ 350 0 0	1848	£ 9 1 8	£ 122 5 0	-	£ 85 3 4	
Glasgow (Established Church), Practising School -	2	1,000 0 0	1838	19 16 3	121 11 8	-	603 3 4	
		1,000 0 0	1840					
Glasgow (Free Church), Prac- tising School -	4	-	-	52 10 0½	384 0 10	-	4,024 15 10	
Glasgow, Reformatory School, " (61, Rotten Row Street) -	3	-	-	15 0 10½	-	-	-	942 10 0B
Glasgow, Park Head Barony, Sess. -	2	-	-	-	15 8 4	-	4 16 8	
Glasgow (Renfield Street), United Presbyterian Church Mission School -	2	-	-	-	26 2 6	-	-	
Glasgow, St. Alphonsus' - R.C.	6	-	-	-	-	-	20 8 4	
Glasgow, St. Andrew's Parish and Madras - G.A.	-	572 5 0	1850	-	-	-	-	
Glasgow, St. Andrew's - R.C.	6	-	-	25 14 10½	38 8 4	-	362 16 8	
Glasgow, St. David's - Par.	2	-	-	2 10 7	169 5 10	-	488 15 0	
Glasgow, St. Enoch's - Sess.	1	*750 5 0	1835	24 0 10	22 10 0	92 10 0	913 2 6	
		407 12 0	1858					
Glasgow, St. Enoch's, Pe- male Industrial - Sess.	1	-	-	1 7 10	34 1 8	-	63 0 0	
Glasgow, St. George's - Sess.	-	*600 0 0	1836	-	-	-	-	
Glasgow, St. George's (Kel- vin Street) - F.C.	4	300 0 0	1853	14 14 9½	179 1 8	99 11 8	467 16 8	
Glasgow, St. George's (Ren- field Street) - F.C.	3	-	-	18 5 0	249 15 0	80 0 0	1,164 3 4	
Glasgow, St. James' - Sess.	7	*450 0 0	1837	10 15 8	21 13 4	50 0 0	35 5 0	
Glasgow, St. John's (David Street, Gallowgate) - G.A.	-	742 0 0	1857	5 16 8½	-	-	-	
Glasgow, St. John's (Young Street) - G.A.	2	400 0 0	1850	-	53 15 0	-	199 3 4	
		-	-	-	-	-	17 0 2	
Glasgow, St. John's, Fem. Sess.	2	-	-	-	16 16 8	-	162 6 8	
Glasgow, St. John's - F.C.	4	-	-	24 11 7½	92 5 0	30 0 0	403 6 8	
Glasgow, St. John's (Hill Street Industrial) - F.C.	3	-	-	2 5 10	17 8 4	-	50 18 4	
Glasgow, St. Joseph's - R.C.	6	-	-	-	9 3 4	-	116 5 0	
Glasgow, St. Jude's - Epis.	12	-	-	6 3 11½	52 10 0	-	114 10 0	
Glasgow, St. Luke's, Free Industrial School -	-	-	-	-	5 16 8	-	-	
Glasgow, St. Matthew's (Bishop Street) - Sess.	1	-	-	10 9 4½	56 16 8	-	44 8 4	
Glasgow, St. Matthew's, Industrial - F.C.	4	400 0 0	1848	15 1 2½	180 14 2	-	511 0 0	
Glasgow, St. Mungo's "Freeland" - Estab. Ch.	-	373 0 0	1843	-	-	-	-	
Glasgow, St. Mungo's and St. Columbkille's, Boys - R.C.	6	1,000 0 0	1858	-	-	-	116 1 8	
Glasgow, St. Mungo's, Girls - R.C.	6	-	-	14 15 1½	9 3 4	-	112 5 0	
		-	-	3 6 8	-	-	20 0 0	
Glasgow, Balfour's, St. Paul's Industrial School -	2	-	-	-	5 16 8	-	1 5 0	
Glasgow, St. Peter's, Indust. Par.	2	*600 0 0	1837	-	117 8 4	32 10 0	65 0 0	
Glasgow, St. Peter's - Sess.	1	-	-	1 12 0	57 15 0	29 16 8	102 0 0	
Glasgow, St. Peter's, Mixed F.C.	4	-	-	11 13 4	178 7 6	162 10 0	1,007 11 8	
Glasgow, St. Peter's, Female, F.C.	-	-	-	4 11 8½	-	-	-	
Glasgow, St. Rollox's - G.A.	4	-	-	7 10 0	11 5 0	-	10 10 0	
Glasgow, The Bishop's - Epis.	12	-	-	10 0 4	95 5 0	-	385 18 4	
Glasgow, Tron Parish - Sess.	1	-	-	4 6 10	31 12 6	-	-	
Glasgow, Tron - F.C.	3	-	-	3 12 6	70 12 6	-	124 14 2	
Glasgow, Well Park, East Miller Street - F.C.	4	-	-	5 0 0½	45 15 10	-	12 10 0	
Glasgow, Well Park, Lady- well Street - F.C.	-	-	-	5 0 0½	-	-	-	
Glasgow, Well Park, Lady- well Street - G.A.	-	100 0 0	1841	-	-	-	-	
Gorbals, East, Territorial F.C.	4	-	-	18 7 5½	91 13 4	85 0 0	285 13 4	
Gorbals, Local Mission - G.A.	-	200 0 0	1847	-	-	-	-	

X X

Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants to Pupil- teachers and Gas- tuites, & Masters and Mistresses.
	Amount.	Date of Payment.				
LANARKSHIRE—cont.						
Gorbals, Free Mission - F.C.	4	-	-	27 0 0	-	29 0 0
Gorbals, St. John's, Male R.C.	6	-	-	28 15 0	-	150 0 0
Gorbals, St. John's, Female R.C.	6	-	7 1 8½	9 3 4	-	234 3 0
Gorbals, Night S.	-	-	-	-	-	20 0 0
Gorbals, Youths - Par.	1	*600 0 0	1836	35 10 0½	45 11 8	808 0 0
Govan - F.C.	4	-	6 5 4	26 5 0	-	223 15 0
Govan, Juvenile and Infants, G.A.	-	*350 0 0	1838	-	-	-
Govan, Colliery School Greengates - G.A.	-	75 0 0	1840	2 13 0½	-	-
Hamilton, Orphan and Charity School	3	150 0 0	1852	25 0 0	-	4 16 8
Hamilton, St. John's - F.C.	3	*600 0 3	1838	213 6 8	25 0 0	811 18 0
Hamilton, United Presb. Sch.	-	-	-	24 10 0a	-	-
Jerviston - G.A.	3	-	-	2 13 0	-	-
Kelvindale - Sess.	1	466 0 0	1855	25 0 0	-	10 11 8
Kilbride, East - Par.	3	-	-	85 8 4	-	-
Kingston - Sess.	3	200 0 0	1842	138 17 6	-	403 0 0
Lambhill - Sess.	5	-	-	6 17 1½	-	-
Lanark, Burgh S. - Sess.	3	-	-	5 8 4	-	-
Lanark, St. Leonard's, Subs. S.	3	*250 0 0	1840	6 5 0	-	-
Leadhills - G.A.	3	-	-	6 6 4½	119 12 6	163 14 0
Lesmahagow - F.C.	4	-	-	4 14 10½	48 1 8	97 8 0
Lesmahagow, Female In- dustrial School	7	-	-	118 15 0	-	163 12 0
Maryhill - G.A.	-	180 0 0	1851	15 0 0	-	-
Maryhill - F.C.	4	246 0 0	1850	3 1 11½	94 17 6	172 3 4
Maxwelltown, Endowed - Par.	3	150 0 0	1841	6 13 4a	-	-
Monklands, New, Female - Par.	1	-	-	6 7 10	-	-
Monklands, Old - Par.	1	-	-	2 14 2½	-	-
Partick, Academy - Par.	2	-	-	-	-	247 10 0
Partick, Industrial - F.C.	3	173 0 0	1850	15 0 0	16 13 4	-
Partick, Industrial - G.A.	3	60 0 0	1840	122 10 0	-	83 0 0
Robertson, Female School	3	-	-	-	-	-
Rutherglen - F.C.	3	201 10 0	1850	31 13 4	-	-
Rutherglen, Burgh - Par.	3	-	-	14 0 0½	222 6 8	128 15 0
Shotts - F.C.	4	-	-	4 18 2	-	-
Springburn - F.C.	3	-	-	2 2 0½	-	85 0 0
Springburn, Murdoch's School	3	-	-	2 0 0	-	-
Stane, Wilson's School	3	-	-	-	95 16 8	35 8 4
Stonehouse - F.C.	4	-	-	-	-	42 0 0
Stonehouse - Par.	3	-	-	6 14 11½	50 15 0	130 0 0
Strathaven - F.C.	4	340 10 0	1857	3 6 8	-	52 10 0
Uddingstone - G.A.	3	155 0 0	1845	2 13 4	-	29 0 0
Wishaw Public School	7	552 0 0	1857	-	-	-
Woodside - F.C.	4	280 0 0	1843	23 0 0	54 3 4	-
Woodside, South - F.C.	-	-	-	106 2 6	-	147 10 8
Woodside, North, St. George's Road School	2	-	-	5 13 4	-	-
Woodside, North, Female S.	3	-	-	4 0 0	-	-
	-	-	-	4 3 4	30 9 2	-
	-	-	-	2 15 0½	16 13 4	15 0 0
LINLITHGOWSHIRE.						
Abercorn - F.C.	2	-	-	-	-	-
Armadale - G.A.	-	*34 0 0	1839	2 12 6	18 15 0	119 5 0
Bathgate - Par.	4	-	-	-	-	-
Bo'ness, Infant - G.A.	4	-	-	5 0 0	-	178 10 0
Binnie - G.A.	4	-	-	-	30 0 0	30 0 0
Carriken - G.A.	4	-	-	-	36 5 0	-
Ecclesmachan - Par.	4	-	-	4 13 0½	63 10 0	211 5 0
Grange Park, Subscription - G.A.	4	-	-	-	11 5 0	18 10 0
Kirkliston - F.C.	2	-	-	5 14 5	156 15 0	640 5 0
Linlithgow - F.C.	3	-	-	1 11 9	38 15 0	106 13 0
Queensferry, South Burgh Sch.	4	127 0 0	1840	7 12 10½	115 0 0	389 0 0
Torphichen - F.C.	-	75 0 0	1840	3 2 0	69 17 6	32 10 0
Torphichen - Par.	4	75 0 0	1856	-	-	-
	-	-	-	3 14 10½	10 10 0	171 0 0

a Scientific apparatus.



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